DOCUMENT RESUME

ED 432 481 SO 029 200

| | |
|---|---|
| TITLE | Consider the Source. Historical Records in the Classroom. |
| INSTITUTION | New York State Education Dept., Albany. State Archives and Records Administration. |
| PUB DATE | 1995-00-00 |
| NOTE | 164p. |
| AVAILABLE FROM | New York State Archives and Records Administration, 10A46 Cultural Education Center, Albany, NY 12230 ($10). |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC07 Plus Postage. |
| DESCRIPTORS | Elementary Secondary Education; Heritage Education; Interdisciplinary Approach; *Local History; *Primary Sources; Resource Materials; Social Studies; *State History |
| IDENTIFIERS | *New York |

ABSTRACT

The purpose of this book is to create a synergy between records custodians and educators that will make historical records an important part of every New York state student's education. The book's first three sections explain basic information about historical records: what they are, how they can be found, how educators and records custodians can work together, and how records can be used in the classroom. The fourth section of the book contains reproductions of historical records from around New York state accompanied by lesson plans and worksheets for elementary and secondary grade levels. To reinforce the fact that historical records abound, these examples have been drawn from a variety of places: local, state, and federal governments; libraries; schools; archives; historical societies, and businesses. This teaching guide is intended to encourage the use of primary source documents as educational resources when teaching K-12 children of New York state about state and local issues. (MM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 432 481

# CONSIDER THE SOURCE

# Historical Records in the Classroom

SO 029 200

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Welch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NEW YORK
THE STATE OF LEARNING

The University of the State of New York • The State Education Department • State Archives and Records Administration
Albany, NY 12230



BEST COPY AVAILABLE

# CONSIDER THE SOURCE

# Historical Records in the Classroom

1995
The University of the State of New York
The State Education Department
State Archives and Records Administration
Albany, NY 12230

## THE UNIVERSITY OF THE STATE OF NEW YORK

### Regents of The University

| | |
|---|---|
| CARL T. HAYDEN, *Chancellor*, A.B., J.D. | Elmira |
| LOUISE P. MATTEONI, *Vice Chancellor*, B.A., M.A., Ph.D. | Bayside |
| EMLYN I. GRIFFITH, A.B., J.D. | Rome |
| JORGE L. BATISTA, B.A., J.D. | Bronx |
| J. EDWARD MEYER, B.A., LL.B. | Chappaqua |
| R. CARLOS CARBALLADA, B.S. | Rochester |
| MIMI LEVIN LIEBER, B.A., M.A. | New York |
| SHIRLEY C. BROWN, B.A., M.A., Ph.D. | Albany |
| NORMA GLUCK, B.A., M.S.W. | New York |
| ADELAIDE L. SANFORD, B.A., M.A., P.D. | Hollis |
| WALTER COOPER, B.A., Ph.D. | Rochester |
| DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. | Staten Island |
| SAUL B. COHEN, B.A., M.A., Ph.D. | New Rochelle |
| JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. | Peru |
| ROBERT M. BENNETT, B.A., M.S. | Tonawanda |
| ROBERT M. JOHNSON, B.S., J.D. | Lloyd Harbor |

**President of The University and Commissioner of Education**
THOMAS SOBOL

**Executive Deputy Commissioner of Education**
THOMAS E. SHELDON

**Deputy Commissioner for Cultural Education**
CAROLE F. HUXLEY

**Director, External Programs**
BRUCE W. DEARSTYNE

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Director of Affirmative Action, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

# Contents


Foreword ..... v

Acknowledgments ..... vii

Section I
What Are Historical Records? ..... 1
Why Do Teachers Use Historical Records? ..... 2
Where Can Teachers Find Historical Records? ..... 4
How Do Historical Records Enhance Learning and Skills Development? ..... 6
How Do Historical Records Fit into the Classroom? ..... 7

Section II
How Do Teachers Find Historical Records for Classroom Use? ..... 11
- Review the Curriculum ..... 11
- Identify Repositories ..... 11
- Contact Repositories ..... 12
- Identify Useful Records ..... 13
- Review Finding Aids ..... 13
- Handle Historical Records Carefully ..... 14
- Identify Teachable and Useable Records ..... 14
- Consult Staff About Photocopying ..... 15

A Word to Records Managers About Teachers ..... 16

Section III
How Do Teachers Bring Historical Records into the Classroom? ..... 18
Historical Records in the Classroom ..... 19
- Care of Original Copies ..... 19
- Students Work with Historical Records ..... 19
- Adapt Records to the Class and Curriculum ..... 22
- Lesson Evaluation Techniques and Suggestions ..... 23
- Document-Based Questions (DBQs) ..... 25
- Ready, Set, Go! ..... 26

Section IV: Historical Records and Learning Activities ..... 27
Military Tract Map and Deeds (1791) ..... 29
John L. Hardenbergh Inventory (1806) ..... 37
Erie Canal Broadside (1825) ..... 45
Animals, Horses, &c. at Auction Broadside (1837) ..... 50
1860 Census of Mortality for Lansingburgh ..... 56
1860 Census of Mortality for North Elba ..... 62
Civil War Broadside ..... 67
Photograph - General Ely S. Parker with General Grant (c.1861-64) ..... 70
Beers Map, Hempstead, Nassau County (1873) ..... 74
Petition From Elizabeth Cady Stanton and Susan B. Anthony to the House of Representatives (1874) ..... 80
Photograph – Theodore Roosevelt (c.1885) ..... 83
1892 City of Albany Census ..... 86
Justice's Criminal Docket (1896, 1900) ..... 91
1902 Diary of Fannie Jane Roberts ..... 97
Report of Shop, Factory, Mill or Industrial Establishment (1903) ..... 101
World War I Letter From Hamilton Fish, Jr. (1918) ..... 107
Flyer - Remember November 14 (1919) ..... 114
Annual Report of the M. C. Lawton Club (1928) ..... 117
Annual Report of The Bank of Manhattan Trust Company (1929) ..... 120
Telegram to President Franklin D. Roosevelt (1941) ..... 126
Cafeteria Menu for the Week of January 4, 1943 ..... 129
Rally Program "Support Our Boys in Vietnam! Bring Them Home!" - "Respaldemos Nuestros Soldados En Vietnam!! Devuelvanlos A Sus Hogares!!" (c.1964-68) ..... 132

Appendix A
Introductory Exercise: Introduction to Historical Records ..... 137
Appendix B
New York State Resources ..... 138
Appendix C
Finding Aids ..... 142
Appendix D
Associations Useful to Teachers ..... 145

# FOREWORD

by Judy P. Hohmann

*They* are virtually everywhere. *They* exist in every community in New York State, and *they* tell the rich and varied stories of human activity over the centuries. *They* are historical records — the source of our understanding and appreciation of who we are and how we interact with each other and the institutions and structures of the society we create.

Yet despite historical records' informational value and presence throughout the State, they are often overlooked, by both teachers and records custodians, as an educational resource for New York's classrooms. The purpose of this book is to create a synergy between records custodians and educators that will make historical records an important part of every New York student's education.

For records custodians, whether they are Town Clerks charged with caring for the records of towns, archivists at historical societies, or librarians of local public libraries, the realization that historical records have educational potential will mean an opportunity to provide service to the community and an increased use of the records. This should be welcomed by records custodians because the more people appreciate, value, and use historical records, the more support will be available to the programs that care for those records, whether that support comes during a call for volunteers, a vote on the budget, or a fund-raising campaign.

For teachers, historical records can be an integral part of a learning process in which students discuss, analyze, think critically, and develop skills that help them understand cause and effect, relationships, change, and chronology. Teachers can draw on records from the students' own community to engage them and enliven instruction.

The first three sections of this book explain some basic information about historical records: what they are, how they can be found, how educators and records custodians can work together, and how records can be used in the classroom. The fourth section of the book contains reproductions of historical records from around New York State accompanied by lesson plans and worksheets for elementary and secondary grade levels. To reinforce the fact that historical records surround us, these examples have been drawn from a variety of places: local, state, and Federal governments; libraries; schools; archives; historical societies, and businesses. We hope that the historical records in this book will encourage teachers to investigate the kinds of records they can find in their own community. For example, while the 1892 census for Albany included in this book is an interesting document, teachers can find census records from

their own cities, towns, and villages that would be more relevant and engaging to their students.

Similarly, the lesson plans and worksheets can be used by teachers without modification. But the countless other lessons and worksheets that can be developed from the records are limited only by a teacher's imagination. The historical records selected for this book chronicle some very significant events in the history of New York State, but they are not intended to provide a comprehensive overview of State history. Readers will notice that the lesson plans cover language arts, economics, health, science, math, as well as interdisciplinary study. This is part of a deliberate effort to dispel a popular assumption that historical records are the exclusive domain of history and social studies. Records custodians familiar with the historical relevance of documents are encouraged to take a second look and think about relevancy from a scientific or mathematical standpoint. They can, then, share these discoveries with teachers who are seeking historical records to use in their classrooms for many different purposes.

The Board of Regents has long believed that responsibility for education is shared by the State, the family, schools, and other organizations in each community. Interestingly, each of these entities has historical records associated with it. It is hoped that this book will become a catalyst for viewing historical records as an important educational tool that can help teachers develop learning-centered curriculum, foster the involvement of the entire community in the education of New York's school children, and provide a basis for lifelong learning. The publication of this book happily coincides with the introduction by the Regents of the new State Education Department Social Studies Curriculum Framework. This new framework encourages research, use of primary documents, and the development of analytical skills.

If the vision of a creative alliance between the educational and historical records communities becomes reality, the major beneficiaries will be the students of New York. Therefore, as educators across the State search for a teaching tool that successfully develops students' skills and engages their interest, we urge educators to consider the source — historical records.

# ACKNOWLEDGMENTS

*Consider the Source* presents helpful information for educators, students, and custodians of historically valuable records on the effective and creative use of those records for educational purposes. Its development drew on the abilities, talents, and dedication of many people. We are grateful for their contributions.

Jean M. West, Educational Consultant, wrote sections I-III and edited the lesson plans. She has taught in middle and high school and has extensive experience in the Education Branch of the National Archives, where she conducted workshops and wrote document packets for teachers. Jean has a flair for writing which has made this manual user-friendly.

Susan Puglia Owens, Teacher in the East Greenbush School District, is primarily responsible for the development of the lesson plans in the book. She is a veteran teacher with many well-deserved accolades including the 1994 Hoyt Advocacy Award from the State Archives and Records Administration and the 1992 Neiderberger Award from the Capital District Council for the Social Studies. Her boundless energy and enthusiasm for using historical records in the classroom are reflected in this publication.

Thomas E. Gray, Teacher in the DeRuyter Central School District, teamed with colleague Susan Owens to develop the lesson plans for this book. A teacher for over 20 years, Tom also brought to the project his experience assisting the National Archives develop document packets dealing with the Bill of Rights and Westward Expansion. In 1994, he received the Distinguished Social Studies Educator for New York State from the New York State Council for the Social Studies.

Several people at the State Archives and Records Administration contributed substantially to the development of this manual. Their enthusiasm, perspectives and insights developed over many years of experience, and understanding of both education and records, account for the publication's value and usefulness. Judy P. Hohmann, Coordinator of Public and Educational Programs, is responsible for our initiatives in the area of teaching with historical records and other work to promote the broader use of historical records. She initiated and supervised the project and ensured that it met its goals. Julie Daniels, Senior Archivist, served as project director and handled the day-to-day work on the project, including organizing meetings, coordinating the work of participants, identifying records, and editing and revising text. Her training and experience in teaching, her commitment to the project, and ability to balance and accommodate advice from many people, were the main factors in making this publication a reality. Kathleen D. Roe, Principal Archivist, longtime champion of the educational uses of historical records and the author of

SARA's 1981 manual *Teaching With Historical Records*, made many helpful recommendations to ensure that the book would be sensitive to the varying perspectives and backgrounds of all New Yorkers. Robert W. Arnold, III, Chief of Local Government Records Services, provided thoughtful advice and guidance, particularly on the sections relating to working with local government records custodians.

Jo Ann Larson, Associate in Curriculum and Assessment, State Education Department, provided guidance on the latest developments on curriculum and instruction. Her insights and recommendations were very helpful, especially given the ever-changing field of education, and her abiding support for the project is appreciated.

Many historical records programs, archives, and local governments provided examples of historical records and background information. We wish to acknowledge their support and assistance even though we were not able to use all of the records they provided:

The Adirondack Museum, Albany County Hall of Records, Buffalo and Erie County Historical Society, Cayuga County Clerk's Office, Cayuga County Surrogate Court, Centro de Estudios Puertorriquenos at Hunter College, the Chase Manhattan Bank Archives, Cortland County, Delaware County Historical Association, Desmond-Fish Library, DeWitt Historical Society, East Side Historical Association of the Polish Community Center of Buffalo, Inc., Erie Canal Museum, Fenton Historical Center, the Franklin D. Roosevelt Presidential Library, Freeport Historical Museum, the Georgia Stefanakos Collection, Historic Cherry Hill, Madison County Historical Society, National Archives and Records Administration, New York State Library, New York Stock Exhange, Onondaga County, Onondaga Public Library, Rensselaer County Historical Society, Somers Historical Society, State University of New York at Albany, State University of New York at Plattsburgh, Town of Huntington, Town of Schodack, Vestal Central School District, Westchester County Archives, Yates County Historian.

In addition, we are grateful for the help of many others in making this book a reality:

Richard Andress, Heidi Bamford, Toni Benedict, Kathleen Chute, LaNina Clayton, Jim Folts, Sharon Gavitt, George Hamell, Rosemary Harrigan, Larry Hauptmann, Roy Krouse, Bob Mahar, Maryanne Malecki, Pat Mulligan, Brenda Parnes, Jill Rydberg, Joyce Scotto, Kent Stuetz, Ellen Szmyr, Kathy Urbanic, Steve Walker, Vicki Weiss, and Minerva White.

Bruce W. Dearstyne
Director, External Programs
State Archives and Records Administration

June 1995

# SECTION I

## What Are Historical Records?

We live in an information age where we are daily bombarded by reams of paper, scores of visual images, and hours of sound recordings. We, ourselves, generate significant quantities of information. Much of it is routine or of fleeting value. The scribbled note to "get milk at the store" will be wadded and pitched into the trash, while the mechanic's message on the answering machine: "Your car will not be ready until tomorrow," will be automatically erased. Bits of information, they will have disappeared into the dustbin of history. But it's no great loss.

Yet, mixed into the mountain of the mundane are also items of enduring value. These are called "historical records." Those words make many people think of the Declaration of Independence, the Gettysburg Address, or a letter from Theodore Roosevelt. Certainly these are important historical records, but they are not the only valuable ones. A death certificate for Martha Brown, a bird's-eye view of Nedrow, or a bill from the Cluett Piano Company may have enduring value, too. Historical records of all kinds are the raw materials of history.

When people write something, take a photograph, or make an audiotape, they do not do so with the conscious intention of creating a historical record. Instead, as people and

*Graduation photograph, St. Stanislaus School, 1919. Courtesy of the East Side Historical Association of the Polish Community Center of Buffalo, Inc., Buffalo, New York.*

organizations go about their daily business, they create many kinds of information in a variety of formats. Historical records created right around the classroom include:

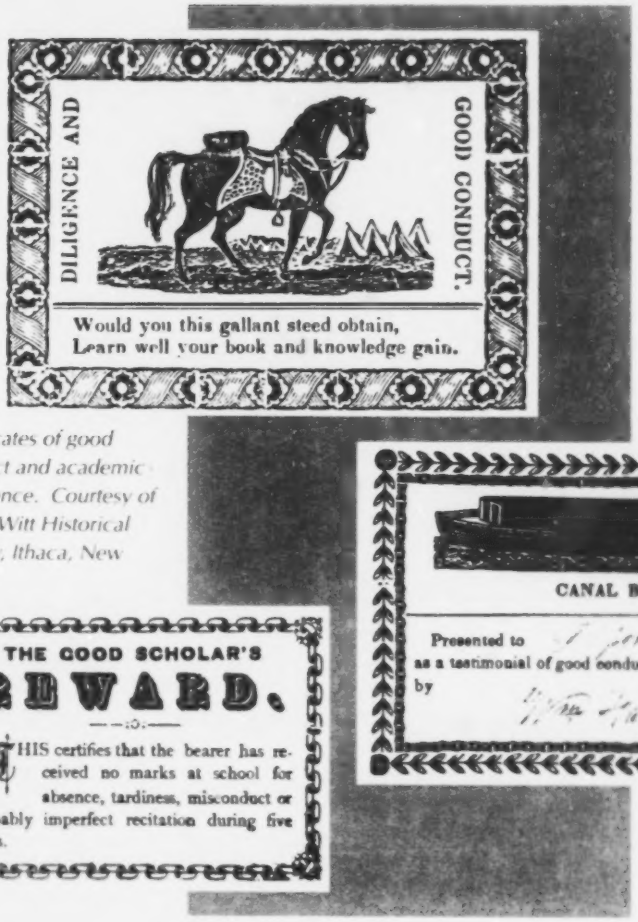
- a teacher's grade book;
- minutes of school board meetings;
- monthly lunch menus prepared by the school dietician;
- a student's personal diary;
- financial accounts of a company that sells textbooks.

There are many other kinds of information created by groups, individuals, or organizations that have enduring value. They may include written documents like wills, tax assessment records, letters, or birth

records. Or they might be visual resources like photographs, maps, posters, films, or architectural drawings. With the growing use of the computer, they might be automated data bases of marriages, crime statistics, or computerized maps.

Historical records do not have to be old; in fact, to some students, information about the 1970s seems very remote. But all historical records must contain useful information about people, places, events, or subjects — information that people need or can use in accomplishing their own daily activities.

Created as part of an individual's or organization's daily activities, these information resources can be of value to others. People from all walks of life use historical records in their work: lawyers researching legal matters, public policy planners seeking information on previous government actions, genealogists and historians tracing personal and social roots, architects and engineers attempting to maintain and restore buildings, journalists following a lead, students pursuing research and, of course, teachers preparing their own instructional materials. For this reason local governments, historical societies, religious organizations, businesses, clubs, and individuals retain and preserve historical records and make them available to the public.


DILIGENCE AND
GOOD CONDUCT.
Would you this gallant steed obtain,
Learn well your book and knowledge gain.
CANAL BOAT.
Presented to
as a testimonial of good conduct and diligence in study,
by
Teacher.
THE GOOD SCHOLAR'S
REWARD.
THIS certifies that the bearer has received no marks at school for absence, tardiness, misconduct or culpably imperfect recitation during five days.

*Certificates of good conduct and academic excellence. Courtesy of the DeWitt Historical Society, Ithaca, New York.*

## Why Do Teachers Use Historical Records?

Before teachers ever stood in front of a classroom, they all sat in one. The most vivid memories cluster around people we knew: friends with whom we giggled, pests who tormented us, teachers over whose assignments we perspired, and, yes, teachers who left us inspired. The majority of classroom activities defy recollection or, if remembered, remain hazy at best. One of the exceptions, alas, is frog dissection day. Who doesn't recall the stench of formaldehyde, the



BEST COPY AVAILABLE

keen scalpel, the limp slippery frog? As if dissection weren't bad enough, the frog's insides never looked like the drawings in the biology textbook. Revulsion had to be set aside as we minutely examined the creature to get through the lab assignment. Most of us were so busy struggling through the frog that we never were conscious of the other lesson of that day: by seeking information at its source, we learn most intensely.

Historical records are a bit like friends and frogs in that they stimulate very personal, very vivid memories. They provide teachers with a way to introduce pupils of the present to people of the past. When students read historical records that reveal the human side of people long dead, they begin to care about these people, ask questions about them, want to learn more about them. Students discover that people of the past had emotions, attitudes, values, and speak with voices that are colorful, real, and are as fascinating as their friends or the entertainers they see on television. This personal link enables students to become emotionally engaged with the past and get excited about it. Curiosity stimulates them to research the topic more deeply, learn more intensely, and, as a consequence, retain what they learn.

Just as chemistry is more than memorization of the periodic table of the elements and formulas, history is more than names and dates. Historical records give teachers of the social sciences a way to include a laboratory experience in their discipline. Historical records can be used in a structured way to have authentic, yet predictable outcomes, just as chemical experiments are structured to have educationally valid, but safe outcomes.

Historical records provide teachers with a resource to encourage conceptual learning and higher order thinking skills in students. Teachers provide guidance to enable students to get the most out of historical records. With help, students learn to classify facts into groups of related events; develop hypotheses and validate, revise, or abandon the hypotheses based on their findings; develop interpretations of their own; and recognize that their interpretations, too, are tentative. To avoid confusion and prevent misunderstandings, teachers also place the historical records and the people who created them in context before the students ever examine the records.

While the advantages to students are clear, what advantages do historical records offer teachers? They help teachers meet important educational objectives and are good teaching tools. They give educators flexibility because a single historical record can be used in a number of subjects, with students of different grade and ability levels. They are fun for teachers, too. Each year students bring new perspectives; raise unanticipated, fascinating questions; and respond differently to the same records used the previous year. Historical records never get stale, and they are plentiful and easy to locate. In New York alone, there are approximately 1,700 historical records repositories and 4,400 local government units (including counties, towns, cities, villages, fire districts, and 743 school districts), all of which are potential sources of historical record materials for the classroom.

***... by seeking information at its source, we learn most intensely.***

# Where Can Teachers Find Historical Records?

Historical records surround us. One of the most exciting things about teaching with historical records is that they are so very plentiful. Each of us possesses personal historical records

*War Zone Pass (U.S. Customs Service Id.) 1918. The Jesus Colon Papers. Centro de Estudios Puertorriquenos, Hunter College, CUNY; Benigno Giboveaux for the Estate of Jesus Colon.*

such as a birth certificate, driver's license, social security card, tax returns, land records, immigration and naturalization papers, or military service records. We may also have family snapshots, report cards, drawings, school science projects from the past, postcards, greeting cards, scrapbooks, diaries, ration coupons, political paraphernalia, and theater programs.

Repositories of historical records are also plentiful; they are located throughout the State and in every community. They are not hard to locate and visit, affording teachers a convenient way to supplement the more personal records they already may possess.

Schools are a good place for teachers and students to find historical records with a personal, familiar feel. In cooperation with the administration, teachers may be able to locate and use old attendance records, school rules, school board position statements, blueprints, yearbooks and literary magazines, school newspapers, audio- or videotapes of choral and dramatic performances, films of old athletic contests, and award certificates. The school library or media center may also have historical records related to the school or community in its vertical files.

Historical records about a community may be held by local libraries, historical societies, universities, museums, churches, businesses, or local government agencies.

Libraries often have local history collections that contain historical records. These collections may include records related to area families, businesses and institutions such as diaries, letters, photographs, account books, maps, and drawings.

Local government repositories hold records generated in the course of official business. Local government records may include such official documentation as minutes of town meetings, maps with land use information, taxation and assessment records, plans for parks and roadways, building permits and architectural drawings, and environmental impact statements and bid specifications for major community projects such as mall and shopping center development. Local government records also include court cases, census records, citizenship applications, veterans' discharge papers, militia records, records of slaves and manumissions, elections records, and ledgers of livestock earmarks and brands.



BEST COPY AVAILABLE

Diaries, personal letters, community and personal photographs, broadsides, maps, and drawings would more likely be held by an historical society and/or a municipal historian.

Museums are likely to have records relating to the functions of their institution: documentation about exhibitions (such as catalogs, brochures, and photographs) educational programs, annual reports, financial records, and records related to their holdings including personal and community photographs, diaries, letters, maps, and drawings.

University archives maintain documentation of the functions of the university. This can include yearbooks, class lists and catalogs, papers of the university president and faculty members, documentation of student activities and cultural life, and annual and financial reports.

Church records often include documentation of baptisms, lists of members and officers, annual and financial reports, and information on community activities and special events.

Records of businesses can include correspondence, bills, ledgers and account books, personnel records, and advertising and product information.

In addition, local chambers of commerce, charitable organizations, unions and veteran groups often maintain files of historical records that provide a variety of perspectives for viewing the past life of a community.

Death, birth, and marriage records are generally found with local Registrars of Vital Statistics and the State Department of Health. Wills, inventories, and other probate records are available from county Surrogate Court offices.

The New York State Archives and Records Administration preserves and makes available historically valuable records of the State government, ensures the preservation of local government records, and provides advice on the preservation and use of historical records. It holds records related to State government that date from the colonial period to the present. It also has, on microfilm, many local government records.

Manuscripts and special collections that are of interest to teachers are available at the New York State Library. The Library's collections of manuscripts, rare books, maps and atlases, prints and photographs, broadsides and posters, musical scores and ephemera document the history of New York State from the 17th century to the present.

The National Archives and Records Administration is responsible for the preservation and use of the permanently valuable records of the Federal government from 1774 to the present. The Northeast Regional Archives, on Varick Street in New York City, is one of 12 National Archives regional archives nationwide. They make available to the public microfilmed Federal records relating to New York State. The National Archives system also includes presidential libraries including The Franklin D. Roosevelt Library located in Hyde Park, New York.

## How Do Historical Records Enhance Learning and Skills Development?

Teaching with historical records is a pedagogically sound method to advance cognitive and affective learning and build skills. Students develop critical thinking skills while they gain historical perspective.

***By clustering interpretive and analytical activities around historical records, teachers will discover that they have not added onto their already full curriculum, but have simply enhanced it.***

By clustering interpretive and analytical activities around historical records, teachers will discover that they have not added onto their already full curriculum, but have simply enhanced it. For example, if the Civil War is already a component of a curriculum, activities using a letter, muster roll, photograph, piece of sheet music, or discharge paper, will still advance students' knowledge of the Civil War while also developing critical thinking skills.

When they use historical records in their classrooms, students learn to do the following:

- interpret, clarify, analyze, and evaluate the reliability of individual historical records and groups of records
- recognize point-of-view and bias
- identify contradictions and informational lapses in given records
- determine what is to be accepted as fact and what is to be rejected as fiction or unsubstantiated in a historical record, and draw conclusions
- analyze raw data to relate it to cause and effect
- weigh generalizations and historical theories presented in historical writings, textbooks, reference materials, newspapers, and television programs and recognize their limitations
- recognize the potential for multiple interpretations of historical records
- recognize their own frames of reference and contemporary viewpoints which color their interpretations
- develop confidence in their own ability to acquire knowledge and avoid over-dependence upon "authoritative" sources such as encyclopedias and textbooks.

As students practice these skills, they also exercise the skill of decision making which includes the following components:

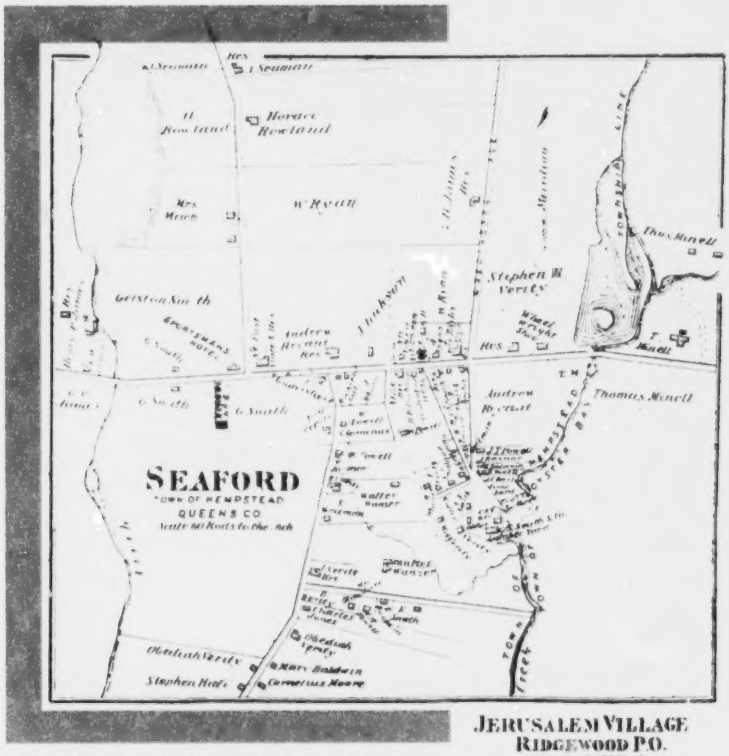
- keeping an open mind to varied opinions and evidence
- making better judgments by analyzing what people are saying and considering different options and alternative solutions to problems
- developing tolerance by realizing that sometimes decisions have to be made with the best information available even if it is not complete or fully reliable
- looking for related, contextual information to evaluate a record in its historical, developmental, or institutional context.

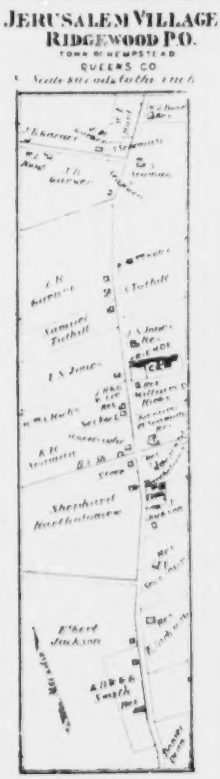
In an era of information overload, these are critical life-skills, not merely for students in their personal lives as consumers and employees, but in their future role as citizens who must

evaluate information to make decisions which foster good government and maintain our free society.

Historical records, expressing contrasting viewpoints on sensitive issues such as social, cultural, economic, religious, and ethnic differences, enable the teacher to open class discussion by focusing on the past rather than on the present. By doing this, the teacher can use the historical records to keep the discussion focused on the topic, allowing students to move beyond prejudices, and possible finger pointing. When discussing sensitive issues, examining several historical records with opposing viewpoints, as opposed to a single record, enables students to better understand the opinions or trends in a historical era.

Local historical records have a special role to play in providing students a stabilizing sense of history and place. They are a means to counterbalance the stresses caused by today's transient and rapidly-changing society. In an age when students are bombarded with national issues and questions, local historical records help to reaffirm the important role the community has in their everyday life. As students learn about people who have walked the same streets they do, they begin to understand and appreciate the development and character of their community. They realize that people who never make it into their textbooks or the national history books are not powerless, but quite able to take quieter steps that enhance their neighbors' quality of life. This appreciation can then extend to their state and nation. It is a beginning, but important, step towards good citizenship and responsible social behavior.




***Atlas of Long Island, New York,*** *Beers, Comstock and Cline, Pub., 1873. Courtesy of the New York State Library, Albany, New York, and the Freeport Historical Museum, Freeport, New York.*

## How Do Historical Records Fit into the Classroom?

Historical records fit into virtually every classroom.

Historical records are interdisciplinary and can be used effectively not only in history but also across the curriculum. They can be used to enhance skills development and to teach core subjects.

- Math students, using a sample of school district budgets over a



BEST COPY AVAILABLE

100-year span, determine if teacher salaries have kept pace with inflation.

- A high school sociology teacher uses school district yearbooks, photographs, and newsletters to have students study the history of the cultural life of the district and how it did or did not mirror state and national trends.
- Science students use topographical maps, environmental impact statements, land use maps, soil maps, and other historical records to develop their own opinions about a proposed landfill in their community.

*Postcard. "Groceries and Provisions" at Chittenango Landing, I.J. Northrup proprietor. Courtesy of the Madison County Historical Society, Oneida, New York.*

- A language arts teacher and a social studies teacher team up to provide students a greater understanding of the Holocaust using historical records such as immigration records, photographs, newsreel footage, letters, and literature such as *Rose Blanche* by Roberto Innocenti, *The Diary of Anne Frank* by Anne Frank, *Hide and Seek* by Ida Vos, and *Upstairs Room* by Johanna Reiss.
- Technical Drawing students are asked to step back in time, to imagine they have been asked to construct a mill from the specifications outlined in a contract found in the County Historian's office for an actual mill built in the early 19th century. Students create their mills as drawings on paper, models, a videotaped presentation, or computer simulation and discuss the challenges faced by 19th century builders, including building materials, topography of the mill site, availability of equipment, and skilled labor.

Teaching with historical records is a sound, adaptable technique capable of responding to the varied and changing curriculum challenges that teachers confront throughout their careers.

Historical records may be used as a motivational exercise at the beginning of a lesson, or an evaluative exercise at the beginning or end of a lesson, dropped into a lesson to make a point clear, or as the focus of an entire lesson or unit. Teachers who have the responsibility for multiple preparations will find historical records extremely flexible. A turn-of-the-century immigration record used in an eighth grade social studies class to introduce a lesson on United States immigration may also be used in a global studies class to discuss why the person may have left his/her native country.

Teaching with historical records can reveal different views of events and ideas and help promote an understanding of multiple perspectives.

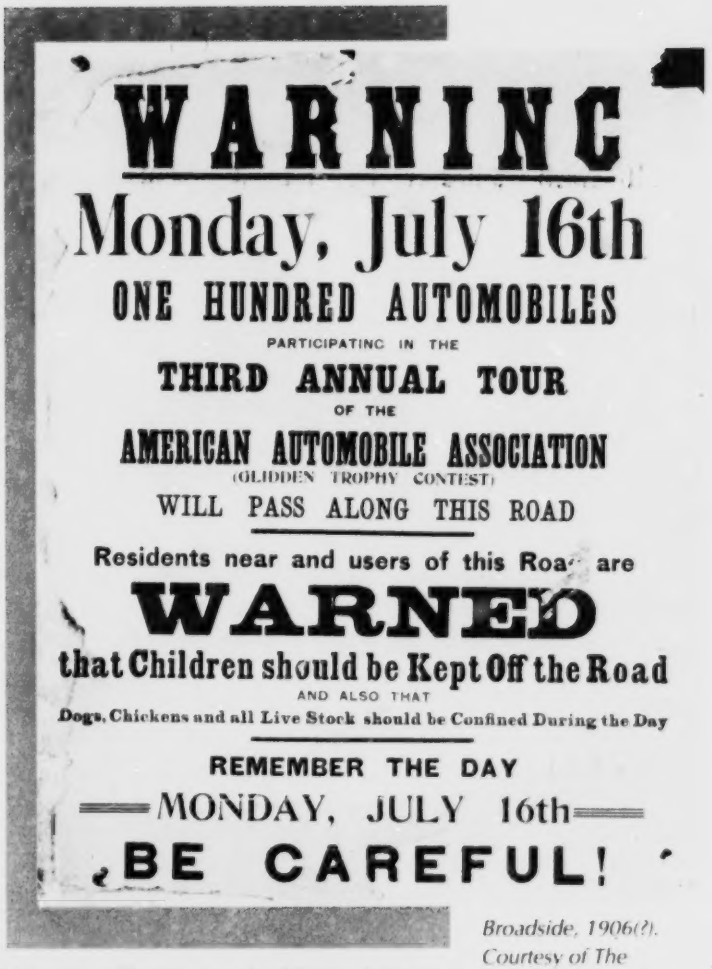
The Williamsburg women, in the historical record example on page 136, are striking for peace. They ask the question, "Is the War in Vietnam in Our National Interest?" They believe it is not. This record, if presented

with a pro-Vietnam historical record, such as a recruitment poster, a speech from politicians, or a government news release, would help students see events from two opposing perspectives. A teacher may ask the students to develop a profile of the two groups with opposing views. For instance: Who are the Williamsburg women? Whom do they represent? Why do they want peace? Who is doing the recruiting and for what purpose? What message are they conveying in their poster and why?

Historical records provide an ideal vehicle for encouraging community collaborations and parental participation.

Once teachers bring historical records into the classroom, additional historical records will find their own way in — from students and their families, other teachers, and community members overhearing a supermarket conversation between a student using historical records in school and a parent. Just about everyone will have something he/she wants to share. At this point, a community resource list of people willing to come to school to share their personal historical records or speak to students on a particular topic should be developed.

When teachers begin looking for historical records beyond their own personal records, their students and school district, they will begin connecting with members of the local community — owners of local businesses, the librarian at the local library, the municipal historian, the county records management officer, the town clerk, or the historical society curator. Teachers and community members can benefit from cooperative activities. Everyone likes positive publicity. A student trip to the local history collection at the library benefits the students educationally and can benefit the library by making the public aware of its resources and how they are used. The historical society curator who helps a teacher locate historical records for the classroom can use this experience to help justify requests for grant funding for the historical society. A student internship, pairing a high school student with a town clerk, can promote communication between the school district and town government and provide the student with a sense of how government works and his or her rights as a citizen. Collaboration and coopera-




*Broadside, 1906(?). Courtesy of The Adirondack Museum, Blue Mountain Lake, New York.*

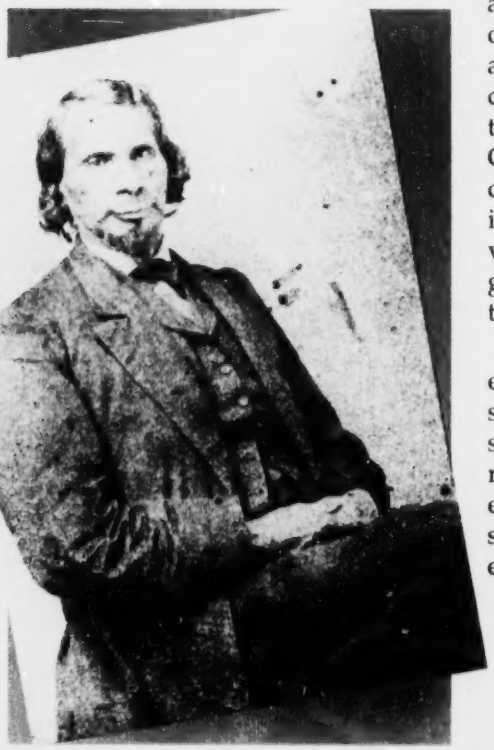


BEST COPY AVAILABLE

tion can benefit all parties involved.

Local historical records, from the student's own community, can make State and national history more understandable and illustrate the impact of State and national events on real people.

Historical records related to the Civil War, World War I, and World War II are found on the Federal, state, and local level. They can be found in every community in this State. Local historical societies have letters sent to and from soldiers in the battlefields, diaries, photographs, and even records from local businesses, whose profits may have been effected by the wars. County governments often have copies of the 1865 New York State census which provides Civil War statistics for each county, including names of soldiers who died, cause of death, and place of death are listed.



*Maris Bryant Pierce, 1811-1874, Seneca Chief. Courtesy of the Buffalo and Erie County Historical Society, Buffalo, New York.*

Counties may also have soldier enrollment and discharge records for World War I and II. School district records may also reveal the effects of war, as seen in the historical record example on page 133, "Cafeteria Menu for the week of January 4, 1943." These historical records can convey the impact of war to students and provide an entrance point for students to understand the significance of war to the soldiers, their families, the local community, the State, and the entire country.

Historical records also give teachers a laboratory component for their classrooms.

Historical records obtained from nearby repositories provide differing, unfiltered voices, often from the very community in which students live. They provide students with an unprecedented opportunity to step back into an earlier time, when local issues were preeminent. Students are able to view the past through the eyes of different members of a community, and examine how local, but significant, issues, which are never mentioned in a textbook, were resolved. Confronting real situations, students develop suppositions and refine them into answers. Historical records provide a vital, engaging way to integrate learning-centered activities in the classroom.

Historical records can be used effectively across the entire scope and sequence of primary and secondary studies. Teaching with historical records is stimulating for teachers, educationally sound for students, and supports national and State goals for education.

# SECTION II

## How Do Teachers Find Historical Records for Classroom Use?

We can easily find our own personal historical records. A quick glance into your wallet will allow you to find historical records such as a driver's license, social security card, membership cards, receipts, or cards containing health information. But how do you locate, handle and copy records that are held by historical records repositories? The following eight steps provide helpful advice including: fitting historical records into the curriculum; identifying repositories; contacting repositories; working with repository staff; reviewing finding aids; handling historical records; identifying teachable records; and copying alternatives.

### 1 *Decide where in the curriculum historical records can be used.*

Review the overall curriculum, identify places where local or regional examples would complement existing lessons, create a list of subjects to research, and prioritize the list. Which topic will be researched first? Remember, there are many subjects that can be researched right in the surrounding community. This is usually the best place to begin. For example, the records of Civil War soldiers are common in historical societies, libraries, and museums. The experiences of a local soldier will provide a touchstone to students regarding that national event. Nineteenth century farming, education, occupations, health statistics, and the history of local businesses are just a few of the topics easily researched in local historical societies, libraries, schools, and town, village, and county government offices.

*Daguerreotype, Cazenovia Fugitive Slave Law Convention, August 22, 1850. Grace Wilson's orchard Cazenovia, New York. Gerrit Smith, standing center; Frederick Douglass, seated next to table. Courtesy of the Madison County Historical Society, Oneida, New York.*

### 2 *Identify repositories.*

Once a topic has been selected, there are several ways to identify

potential repositories. There is no single way to accomplish this because each community has different organizations and individuals who might be of assistance. Teachers might try one or more of the following approaches:

- Reference staff at the local library should be able to help teachers identify nearby repositories. Public libraries in New York either have, or can obtain on interlibrary loan, copies of the *Guides to Historical Resources* for each county (see Appendices B & C). These guides provide a summary of the historical records repositories in a local region. Brief summaries of each repository indicate what kinds of information it holds, helping teachers to determine if it is a likely source. In addition, several regional library systems include historical records in their regional CD-ROM catalogs, a useful tool for identifying not only repositories, but also the records they hold.
- County or local historical societies in the school's region may have historical records holdings relating to the selected topic. If they do not, staff are often able to identify other repositories in the region.
- Most cities, towns, and villages in New York also have a municipal historian, and each county has a county historian. These individuals are often familiar with the local historical records repositories, and with the local governments that have records useful for teachers.
- Other kinds of organizations may also have a collection of historical records that is part of their larger institution, such as a university library or a museum. A call to such organizations in the region can identify whether a "Special Collections Department" or an "Archives" exists.
- Regional representatives of the Documentary Heritage Program and of SARA's Local Government Records Services can also help a teacher identify repositories. They work regularly with historical records repositories and local governments and are very familiar with local resources. (see Appendix B)

***When approaching an organization about potential resources, explain the nature of the request. Identify for the repository staff the major themes to be emphasized in the classroom.***

## 3 *Contact repositories.*

Teachers should contact repositories that may have the records which they need. Most repositories have reference staff who work with researchers on a regular basis; responding to requests, such as one from a teacher, is part of their job. Frequently, those staff are accustomed to working with people who are not familiar with historical records research. Some organizations have paid, professional staff; a few rely on volunteers or individuals with limited training. If staff seem unable to answer a teacher's request, it may be preferable to try another institution, since many will have resources of use.

When approaching an organization about potential resources, explain the nature of the request. Identify for the repository staff the major themes to be emphasized in the classroom, such as impact of the Erie Canal, life on the Homefront during World War II, or growth of heavy industry.

Several questions will be helpful in getting started:

- When is the repository open? Smaller organizations, as well as local governments, have limited hours of reference service.
- Are there finding aids, catalogs, or indexes to the records? Is it possible to obtain copies of finding aids in advance of a visit? These access tools enable the researcher to understand quickly the scope and content of the repository's holdings without having to handle historical records.
- Are copying facilities available? If so, what fees are charged? Some repositories will make xerographic copies for researchers, a few may allow researchers to make their own copies, and a few may have no such capacity. Some repositories may allow the use of a personal camera to photograph records.

## 4 *Work with staff to identify records that might be useful.*

Make it clear to reference staff that a specific item is not necessary, but that records representing certain themes or subjects are most useful. For example, to support lessons on the movement westward in New York, a range of historical records might be useful—a diary of a farm woman from the 1850s, records of the first town meeting in a recently settled area, maps showing the region over a 50-year period, or census records from several decades.

Describe the topic for research using some of the basic journalistic questions:

Who: Who would create the kind of historical record needed?

What: What kinds of activities, events, or subjects relate to the topic?

When: When would the events/activities have happened—is there a specific decade or time period needed?

Where: What are the geographic areas from which historical records would be relevant to the classroom?

After discussing this information, the teacher and reference staff should be able to identify several groups of historical records that may be relevant to the topic.

## 5 *Review finding aids.*

Locating historical records usually is quite different from finding a book in a library. First, records are generally kept in a locked storage area, and are not available for researchers to retrieve or browse through on their own. Reference staff will bring the records out for use by the researcher. Therefore, reviewing finding aids is an important part of the initial search.

Second, historical records are kept together in the way they were created by a person or organization; they are not generally treated as individual items. As a result, all the letters that a woman wrote to her husband during his service in World War II would be kept together because, in order to understand her activities, concerns, and relationship with him, one would need to look at the whole group of records. Similarly, records of a local government office are kept in the filing groups that the office created, such as tax assessment rolls, or the mayor's correspondence.

Finding aids of several types may be available to the teacher. (see appendix C). Teachers will find it helpful to look over the finding aid to determine if there are specific parts of the records that would be useful, or whether the whole group of records needs to be reviewed. Many times, reference staff are familiar with the records and might be helpful in indicating which records have good potential for classroom use.

## 6 *Handle historical records carefully.*

Because historical records are unique, one-of-a-kind items, they require special conditions for research and handling. Most repositories will inform researchers of special rules for using their resources. Typical rules might include:

- No purses, coats, or briefcases in the research area for security purposes;
- No food, drink, or smoking around the historical records;

  Permission to copy historical records must be obtained, especially if they are fragile or very old;
- Use only soft pencils, not pens, around the records, to prevent them from being marked;
- Keep records in the order they exist in the boxes, folder, or other containers.

## 7 *Identify teachable and useable records.*

Doing research in historical records is exhilarating, rather like a child being let loose in a candy shop, so moderation is urged when it comes time to photocopy. It is better to start small, selecting only the most captivating historical record, and build up a collection from many sources over time. Be aware that the enthusiasm a teacher has for a "special historical record" may not be matched by a student in the classroom. Teachers focusing on the content of a record may overlook an important characteristic, its teachability.

*Trudeau Sanatorium St. Valentine's Day 1939 Dinner Menu. Courtesy of The Adirondack Museum, Blue Mountain Lake, New York.*

Historical records are educationally neutral — they may be used in several disciplines and by students of widely varying ages and proficiencies. It is the activity that is designed to be used with a historical record that defines where it is most appropriate to use. Look for historical records which offer the greatest degree of flexibility.

There are several, practical questions for teachers to ask themselves

when mulling over the classroom potential of a historical record.

- Is the historical record readable? Will a facsimile also be readable? What format will be most legible, an individual copy or transparency? Will a transcription be necessary?
- Are the contents of the historical record appropriate for classroom use? Establish historical context and determine how much additional information will be necessary before students can work with this historical record.
- Is the length of the historical record appropriate for the instructional time available? How much of the historical record is usable?
- Is the level of difficulty of the historical record appropriate for the students in the class? What materials or activities will motivate students to use this historical record?
- How does the historical record relate to the content or skills objectives of the curriculum? Where can it be dropped into the curriculum, or clustered with larger issues or concepts of study for the most effective use of classroom time?
- Is this historical record interesting or compelling? Consider the personal applications the historical record has for the students. Some historical records may contain violence, or references to sexual activity, or expressions now considered to be ethnic or racial epithets. If a teacher believes that an historical record's value to the students and curriculum is not diminished by these expressions, then the teacher should advise the students in advance that the historical record contains such material and should take steps to set the historical record in historical context before using it.

## 8 *Consult staff about photocopying.*

Most research facilities have self-service paper photocopiers or have staff members who will photocopy upon completion of a written request. Check each facility regarding the fee schedule. Consult the repository staff about photocopying if a historical record is bound in fragile bindings or is in danger of cracking along the edges or folds; they may prefer to photocopy the material for the teacher or suggest alternatives. Paper photocopies have the advantage of being able to be converted at the school district's media center into transparencies. Although photographs are notorious for photocopying poorly, they often turn out better when they are photocopied directly onto a transparency to be used on an overhead projector.

Some historical records are too fragile to be photocopied or are kept in bound volumes that cannot be flattened for photocopying. In this case, check to see if these historical records may already be on microfilm or are on schedule to be microfilmed in the near future. If so, copies can be made off of a microfilm reader/printer, if one is available.

A few facilities have photocopy machines capable of making full scale copies of oversized historical records such as maps and architectural plans. In most cases the researcher will need

***Consult the repository staff about photocopying if a historical record is bound in fragile bindings or is in danger of cracking along the edges or folds.***

to special order photostats or slides of oversized items. Most reproductions are in black and white, but color may be available.

Arrangements may be made at most institutions to bring in a camera and photo stand to make photographs of still pictures, whether they are drawings, photographs, engravings, or paintings. Similar arrangements may be made to bring in tape recorders for audio recordings and video cameras to record motion pictures, videos, and slides. Alternately, the researcher can ask the institution what reproduction services are available for special media and order copies.

Technology is changing quickly, and, at this time, there are few standards in hardware or software. Most institutions have not formulated rules because the technologies are so recent. However, New York teachers have already been successfully scanning historical records to floppy disk. Rather than to assume, it is safer to ask the records custodian in advance whether scanners or other devices for transfers to optical or CD-ROM disk are permitted.

Once the teacher has the facsimile of the historical record in hand, it is recommended that a complete citation of the location of the original source be written on the back of the historical record or incorporated in another way that makes the citation an integral part of the copy. It takes very little time and spares researchers from retracing their entire quest if they decide they need additional copies in the future.

## A Word to Records Managers About Teachers

By working with educators, records managers[1] advance public interest, understanding, and support of historical records programs. Although custodians of nongovernmental records are under no statutory requirement to work with educators, they, too, find that working with teachers and students helps to fulfill their institutions' public service missions. As public knowledge and appreciation of the value of historical records increases, so does financial support.

Promoting knowledge, understanding, and appreciation for records among adults is a challenge. They are busy, their imaginations tend to be fired by interests of longer standing, and they are not easy to reach. School children, on the other hand, are both impressionable and accessible. Thus, it makes good fiscal, as well as educational, sense for institutions holding historical records to collaborate with teachers.

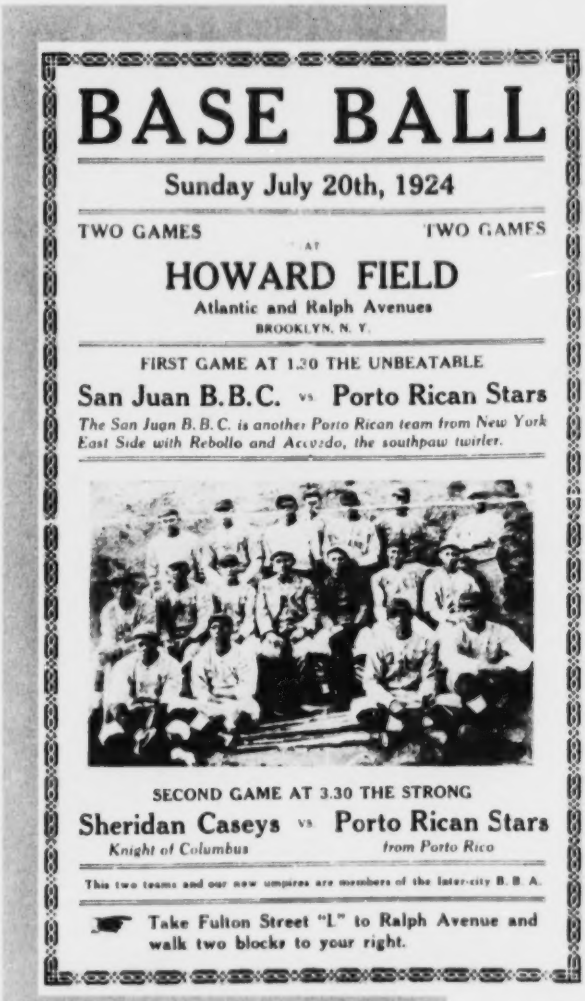
Some teachers will seek out records managers to come to their classrooms and make presentations. Others may arrange to bring groups of students to a records repository, if there is adequate space for their visit. Still other teachers will want to do research in historical records themselves. The records manager can provide valuable assistance to teachers in all these capacities. Because many teachers are not clear about the duties

1 The term "records manager" is used here in the generic sense to encompass the many titles given to people who work with historical records including: librarian, records management officer, historian, curator, and archivist.

and responsibilities of a records manager, and because they may assume that the role is comparable to that of a reference librarian, it is important to explain early on how much support you can provide and how much initiative the teacher must take.

In some cases, records managers may take the first step, preparing talks for students or lessons for the classroom. Just as teachers are advised to talk to records managers before breezing into a research facility, records managers are advised to speak to teachers before investing time and effort into preparing presentations or materials. It is important to remember that no matter how important, or scarce, or attractive a record may be, if it is not teachable, it will not be taught. There are few things that cause greater frustration in both records managers and educators, than a package (that costs much time and money) sitting and collecting dust on a shelf (because it doesn't relate to anything the teacher is required to teach.) By collaborating with a teacher, the records manager gets a better sense of what types of historical records are useful at what ages and in which courses, and the types of activities that are most successful in a classroom. It saves time, expense, and, yes, frustration. The resulting product, either a classroom presentation, a teacher workshop, a teaching packet, or perhaps a videotape, will be a vehicle by which the institution may reach out to a greater audience.

As its audience of educators expands, the institution can gather suggestions for additional programs in which educators would like to participate or materials they would like to use in the classroom. The historical repository staff may wish, at some point, to offer teacher workshops in conjunction with a school district or university so that teachers can earn in-service or graduate credit in the program. Records managers can then introduce teachers to their holdings and provide structure and assistance to teachers as they conduct research. One very effective way to maximize the impact of such a program is to encourage teachers, upon returning to their schools, to present what they have learned to other teachers, in their own schools or through districtwide in-service programs.



BASE BALL

Sunday July 20th, 1924

TWO GAMES AT TWO GAMES

HOWARD FIELD

Atlantic and Ralph Avenues

BROOKLYN, N. Y.

FIRST GAME AT 1.30 THE UNBEATABLE

San Juan B.B.C. vs Porto Rican Stars

*The San Juan B. B. C. is another Porto Rican team from New York East Side with Rebollo and Acevedo, the southpaw twirler.*

SECOND GAME AT 3.30 THE STRONG

Sheridan Caseys (Knight of Columbus) vs Porto Rican Stars (from Porto Rico)

This two teams and our new umpires are members of the Inter-city B. B. A.

Take Fulton Street "L" to Ralph Avenue and walk two blocks to your right.

*Announcement for baseball games between Puerto Rican teams, 1924. The Jesus Colon Papers. Centro de Estudios Puertorriquenos, Hunter College, CUNY; Benigno Giboyeaux for the Estate of Jesus Colon.*



BEST COPY AVAILABLE

# SECTION III

## How Do Teachers Bring Historical Records into the Classroom?

*Wading through raw data in the field may elicit emotions ranging from tedium to exultation and from frustration to satisfaction, but invariably teachers gain from the experience a more personal feel for how history comes to be written.*

There are a number of ways for teachers to bring historical records to their students. Each method has its own advantages, but by using several methods a teacher will have a wider array of historical records and experiences to draw on in the classroom.

Teachers may decide to conduct historical record searches themselves. When they do so, either on their own, or in conjunction with a records manager and students, they have the opportunity not only to gather historical records for classroom use, but also to experience the work of the historian. In this respect, research offers unique perspectives to teachers. Wading through raw data in the field may elicit emotions ranging from tedium to exultation and from frustration to satisfaction, but invariably teachers gain from the experience a more personal feel for how history comes to be written. There is also a great deal of satisfaction and confidence which follows mastery of a new skill, and this is true equally for teachers as for students. When students understand that their teacher is engaged in a continuing quest for knowledge, the teacher's credibility and stature generally grows.

Some historical organizations have educational outreach programs and staff who are willing to make a presentation either in the classroom or on site. They may have standard programs or materials packets designed to introduce students to a particular group of records or artifacts. In some instances, given adequate lead time, the educational staff may be able to work with a teacher to develop a presentation specific to a particular class.

Local government records managers are also willing to work with teachers and their classes to inform them about the nature of their work, the types of records they keep, and the importance of community participation in local government. Considerations of time, space, and the routine work of a government office may make on-site visits more difficult, but it may be worthwhile to discuss the matter with the town or village clerk or other local government official to see if other arrangements might be worked out.

Published documentary teaching materials help teachers by saving time and making a wider variety of historical record facsimiles available to them. Within New York State there are a number of publications which showcase local historical records. (See Appendix B.) Contact regional historical organizations for information about publications they may be producing as well as those of societies too numerous to mention located in the region. A number of national social studies and historical associations and some edu-

cational materials publishers publish teaching materials based on historical records. (See Appendix C.)

## Historical Records in the Classroom

### *Care of Original Copies*

It is important to take care of the original copies of historical records. To protect published facsimiles and copies made directly from originals from wear, teachers should make one photocopy or duplicate to use as a master for multiple classroom copies. If the first generation copies are not going to be filed or shelved, but rather are destined for classroom use or display, it would be wise to laminate them (but never laminate original records) and keep them in loose-leaf binders, file folders, or other organizers. In the case of kits belonging to a department or the school media center, take care to return originals to the kit before the rush at the end of the year so that they do not become hopelessly dispersed in a few years time.

### *Students Work with Historical Records*

Whenever possible, students should work directly from the historical record. It is important for students to master the skill of interpreting information from historical records. The task may be difficult, especially at first, but it is a necessary skill. There is a time and place for using a historical record transcription, just as there is a time and place for viewing a videotape of a literary work, for example, Nathanial Hawthorne's *The Scarlet Letter*; neither replaces the experience of working with the original. It is both allowable, and at times advisable for the teacher to use a transcription, but for the students, part of the rationale behind working with copies of historical records is to give them the aesthetic experience of working with something that looks very much like an original record. Young people tend to look on deciphering historical records as a detective activity and usually demonstrate patience and persistence in coming up with a transcription.

*Erie Canal locks and towpath, Lockport, 1895. State Education Department. Division of Visual Instruction. Instructional lantern slides, ca. 1856-1939. New York State Archives and Records Administration.*

The way a historical record is presented to students may vary from lesson to lesson. Sometimes a historical record needs to be enlarged to be legible or for detail to emerge. In this case a transparency, slide, or placement of an original on an opaque projector will enlarge the historical record but the activity will have to be geared to keeping the whole class attentive to the projected historical record. In other cases, a historical record may be

enlarged on a photocopier and copies handed to each individual student or to groups of students to facilitate individual seat work, group discussion, or writing activities.

The teacher may want to make a class set (with a few extras to compensate for attrition and to provide copies for the occasional student who becomes very interested in a particular historical record) rather than copies for students in every class. At other times, especially individual homework assignments, copies for each student will be necessary. Practical considerations, such as availability of copier services and restrictions on copier use, may require a historical record to be used differently from one year to the next. Scanning historical records onto electronic media and making them accessible on school library or classroom computers may increase student access to historical records and increase student interest in pursuing historical records research projects.

***Scanning historical records onto electronic media and making them accessible on school library or classroom computers may increase student access to historical records and increase student interest in pursuing historical records research projects.***

Often students have the habit of glancing at a historical record, then turning it over and waiting for the next activity to take place. It is important to teach them to stop and look carefully at the historical record. They need to consider the type of historical record they are looking at, who created it and when, and for what purpose. Once the skill is internalized, they can proceed to more sophisticated questions. Teachers may find the worksheet "Introductory Exercise: Introduction to Historical Records" located in Appendix A helpful for getting students to really look at and think about historical records.

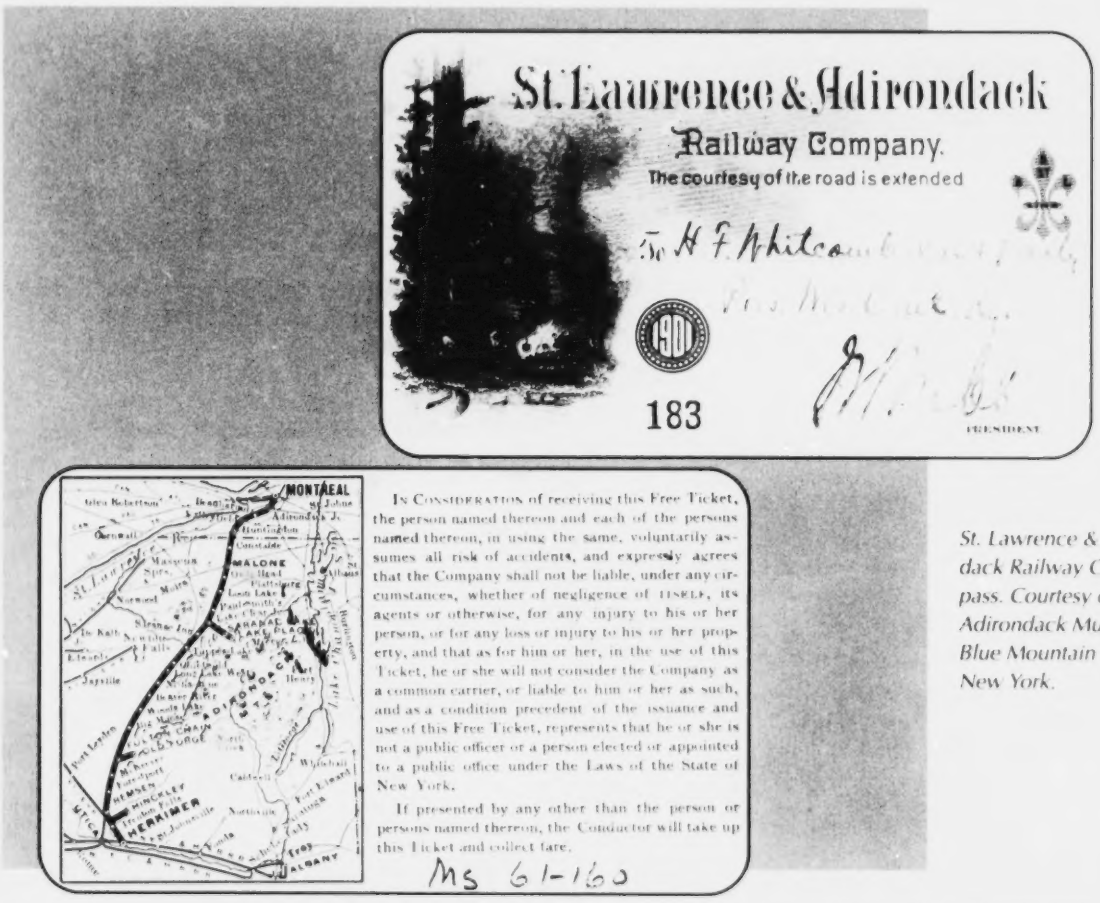
Handwritten historical records can be difficult to read and require close attention. The ink on some items will have faded. Some, with writing on both sides of the paper, have become illegible as ink has stained through both sides of the paper. Other historical records will be written in a hand that is as bad as the worst handwriting in a classroom. Until the late 1800s, letters were formed in ways different from today. The elongated "S" that looks like an "F," creates problems for modern readers since both the long and short "S" appear in historical records. (Gretchen Sullivan Sorin's book, *Present Meets Past* available from the New York State Historical Association, Cooperstown, NY 13326, helps researchers decipher old writing.)

In addition, the terminology used in older records can also prove difficult because of changes in word use and the lack of standardized spelling. Local government records have legal terms such as "earmark," and "quitrent," which may be unfamiliar, and occupations which have vanished, such as "fence viewers." These examples are provided to stimulate the teacher's thinking, but not to imply that a teacher must become fluent in archaic English. When the student asks a question about a term which the teacher has overlooked, or suggests a new interpretation, the teacher should simply suggest sources that will help the student answer the question. This relieves the teacher of being the font of all knowledge, and teaches students the valuable lesson of seeking out information on their own.

One of the paradoxes of historical records is that they raise more questions than they answer. Because these questions arise in the normal course of discussion and are matters about which students possess real curiosity,

they lend themselves to research projects and papers that are pursued with more enthusiasm than is typical of assigned topics. As with all research in historical records, students may find that answers no longer exist, or that they are too difficult to locate in one semester. If students keep a log of their research, the persons and places contacted, time expended, and the nature of information that was located, then failing to come to a conclusive answer need not doom the student to a poor grade. In *Searching Writing*, Ken Macrorie offers valuable suggestions on structuring such a research activity and evaluating the results, from the perspective of a Language Arts teacher.

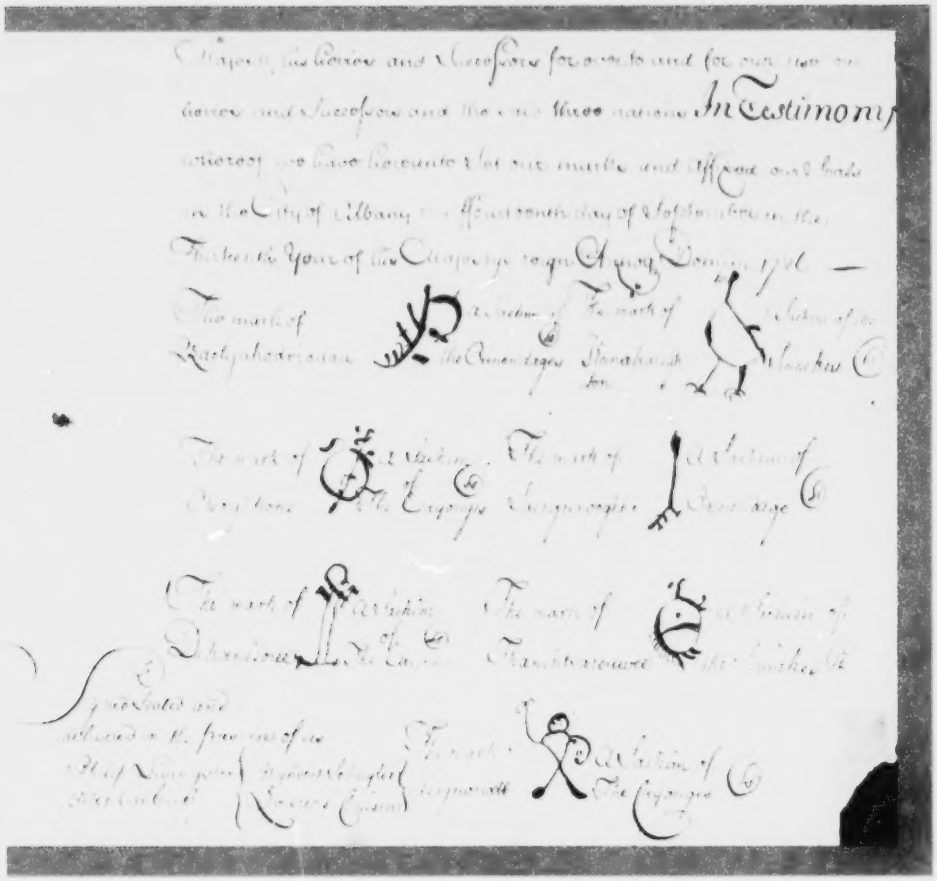
Encouraging students (particularly older students) to perform research in repositories gives them a valuable, practical experience they can use in their adult lives. While not every student has the inclination to research in historical records, most students at one time or another in their lives, are going to find it necessary to delve through records, whether preparing taxes (or surviving an audit), or in the performance of the duties of an executor, or in satisfying some question about the property on which they live. Research in historical records helps them to prepare for these life experiences.


St. Lawrence & Adirondack
Railway Company.
The courtesy of the road is extended
1901
183
PRESIDENT
MONTREAL
MALONE
SARANAC LAKE
LAKE PLACID
HERKIMER
ALBANY
In Consideration of receiving this Free Ticket, the person named thereon and each of the persons named thereon, in using the same, voluntarily assumes all risk of accidents, and expressly agrees that the Company shall not be liable, under any circumstances, whether of negligence of itself, its agents or otherwise, for any injury to his or her person, or for any loss or injury to his or her property, and that as for him or her, in the use of this Ticket, he or she will not consider the Company as a common carrier, or liable to him or her as such, and as a condition precedent of the issuance and use of this Free Ticket, represents that he or she is not a public officer or a person elected or appointed to a public office under the Laws of the State of New York.
If presented by any other than the person or persons named thereon, the Conductor will take up this Ticket and collect fare.
Ms 61-160

*St. Lawrence & Adirondack Railway Company pass. Courtesy of The Adirondack Museum, Blue Mountain Lake, New York.*



BEST COPY AVAILABLE



*Pictographs from a treaty between the Iroquois (Senecas, Cayugas, and Onondagas) and England, November 9, 1726. New York State Archives and Records Administration.*

Teachers of the senior-level participatory government class may want to approach local government records managers about the feasibility of intern programs where students may be able to provide extra hands for the many tasks that need to be performed in local government offices. Even if every task does not require critical thinking, records managers and teachers can work to ensure that pupils leave the internship with an understanding of and appreciation for the duties of a particular office, and the role that office plays in the lives of citizens.

### *Adapt Records to the Class and the Curriculum, Not the Other Way Around*

The same historical record may serve many age levels, many instructional units, many different abilities. It is up to each teacher to determine how historical records will be used in the classroom. Sometimes there is the temptation to overdo a good thing to death; resist the temptation. Pull only from the historical record what is useable in practical terms. This may mean that one image in a photograph or one sentence in a written historical record is highlighted for two minutes, and then the teacher moves on to something else. They may be assigned as homework when a longer reading



BEST COPY AVAILABLE

assignment would be too much for the time available. Historical records lend themselves to evaluation, both at the outset of a unit of study, when they may help a teacher determine what pupils have already mastered, and at the end of a unit, as a culminating activity. Sometimes historical records help to draw national or global issues closer to a student; the slave records of New York are usually a shock to pupils who assume that the Empire State was always a free state. Conversely, a local historical record, about the environment helps foster in students an appreciation for broader issues, such as when development and conservation come in conflict.

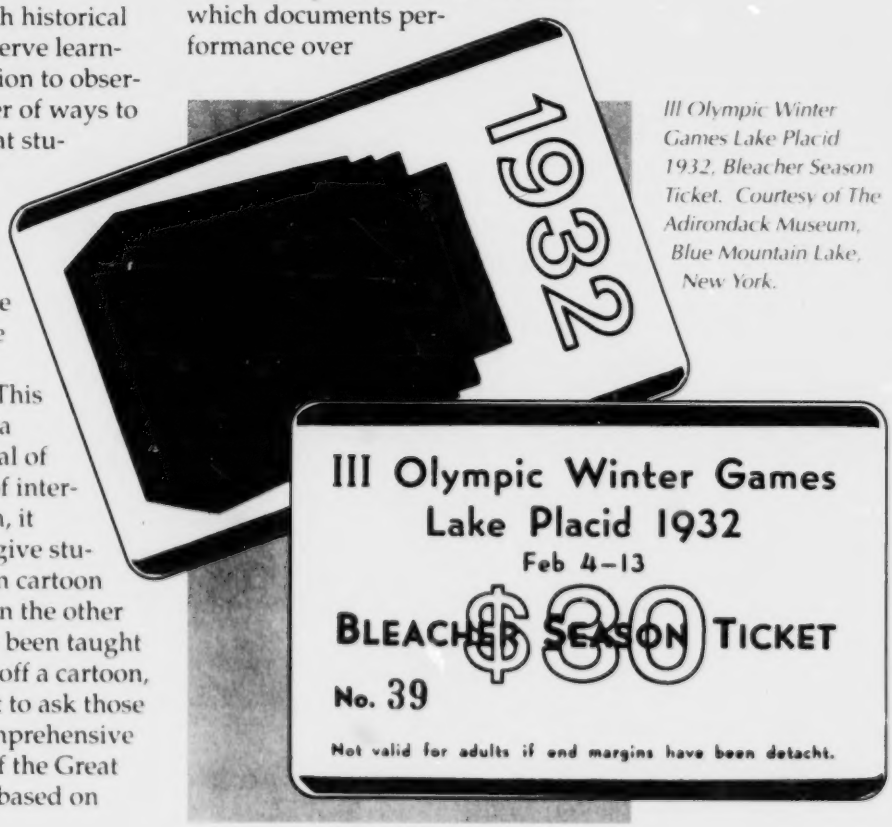
### *Lesson Evaluation Techniques and Suggestions*

As students work with historical records, teachers will observe learning taking place. In addition to observation, there are a number of ways to assess more formally what students have learned from using historical records.

As with any assessment, or lesson, the teacher needs to target the content and skills that the historical records lesson was designed to impart. This is only common sense. If a class has spent a great deal of time mastering the skill of interpreting a political cartoon, it would be a good idea to give students a previously unseen cartoon to interpret on a test. If, on the other hand, students have only been taught to pull basic information off a cartoon, a teacher would not want to ask those students to provide a comprehensive socioeconomic analysis of the Great Depression in New York based on political cartoons alone. Although this example is extreme, it is cautionary. Evaluation cannot outstrip student learning and the content of the historical records being used.

Naturally, because historical records are open-ended and stimulate discussion, the teacher may prefer to require students to demonstrate their understanding by means of longer, written evaluations. Essay questions on tests, themes, and research papers, are the most common forms of assessment for older students.

Portfolios allow teachers to assess the progress of students who are working with historical records in the mastery of more complex skills and more sophisticated critical thinking. Portfolios are not simply a snapshot of student performance, but a film which documents performance over




*III Olympic Winter Games Lake Placid 1932, Bleacher Season Ticket. Courtesy of The Adirondack Museum, Blue Mountain Lake, New York.*

***The wide array of evaluative techniques which teachers use to assess their students' comprehension is universally applicable to teaching with historical records.***

time. The student is able to demonstrate progress over time measured against content and performance standards. Portfolios also nudge all students towards more sophisticated skills by deepening and broadening their interpretive skills. All students benefit from the opportunity to revise, sharpening both their writing skills and their skills of interpretation of historical records. Written materials, including draft and final versions of essays, take-home test papers, and research papers or projects, lend themselves to inclusion in a student's portfolio. Reflective pieces, constructed over time, allow students to reflect on their own learning and evaluate their progress and that of their peers as they work in peer review groups. The teacher may also wish to include sample pieces of other media as space and availability allow. The lesson on page 52, "Animals, Horses, &c. at Auction" Broadside, provides an example of activities that could be included in a student's portfolio.

Because most teachers use a variety of pedagogical methods in their classrooms, they may find it useful to ask students to assess their own learning from historical records and to contrast how they learn from historical records with learning from secondary sources. Students may be queried, for example, through informal discussion, in a survey, or via an entry in a classroom journal.

While historical records lend themselves to more extended evaluation, when short, objective information needs to be evaluated, a teacher may wish to prepare questions modeled after those used in the Regents examinations, Regents competency tests, program evaluation tests, and other forms of standardized evaluation. Traditional methods of unison reading by the class and closure worksheets often reduce student frustration when first deciphering handwritten records, regardless of the age of the students.

In addition to short answer questions and essay writing, there are many other methods of assessment and evaluation useful for this methodology. The wide array of evaluative techniques which teachers use to assess their students' comprehension is universally applicable to teaching with historical records. National History Day, which requires that students research historical records when producing their projects, actually has more nonwritten than written categories of competition by which they evaluate the quality of student research and comprehension.

The classroom teacher, too, may ask students to script, create simple props or costumes, and present dramatizations to synthesize the information they have learned. Some students who have the requisite equipment and skill might be given the option to produce videotapes, audiotapes, or films using interviews, visits to historical sites, shots of artifacts or historical records, and narration to demonstrate their understanding of a particular historical incident or contribution of an individual to history.

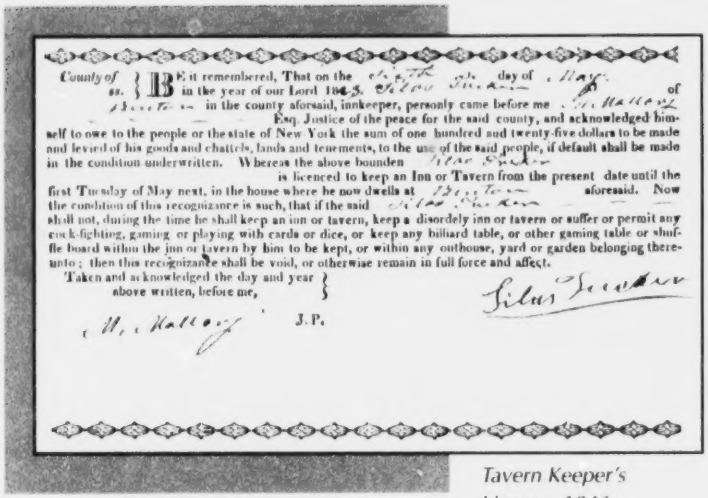
Students may want to research and develop their own multimedia productions integrating historical records and computer technology or, using the computer, create a program to enter data from local census materials and analyze it in one or more ways, depending on the discipline being studied. Students may also be able to study local environmental records and use logic and problem-

solving skills to identify alternative solutions to real-life situations.

Students might create a mural, cartoons or posters, illustrated time lines, bas-reliefs, or sculptural elements based on their research. Since the arts and mathematics have several harmonic relationships, some students might express statistical findings in creative illustrations that go far beyond the typical pie chart and bar graph. Others might pull together a program of music or dance that captures the spirit of a period or contribution of a particular ethnic group. New York State is especially rich with possibilities ranging from Shaker music and dance to the Harlem Renaissance. Some students have an aptitude for model-building; one student's model of locks on the Erie Canal and his demonstration of how they worked created a better understanding among students in that class than all the technical descriptions they had read.

Although a great deal of writing is done in social studies classrooms, teachers may want to offer students the chance to illustrate their mastery of information through poetry or other forms of creative writing. (We only need to consider the poet Carl Sandburg's biography of Abraham Lincoln, or Edna St. Vincent Millay's poems on the deaths of Sacco and Vanzetti to recall how close the paths of poetry and history can run.) Gaming enthusiasts might be able to use historical records to construct a historical roleplaying game.

If a senior government student has the opportunity to work for a local government records manager, historical society, or preservation organization, evaluation will need to be coordinated between teacher and public official to ensure that the student not only performs the tasks expected, but also learns and is able to explain how the institution serves citizens through the preservation of historical records.



County of ss. } BE it remembered, That on the [illegible] day of May in the year of our Lord 1843 [illegible] of [illegible] in the county aforsaid, innkeeper, personly came before me [illegible] Esq. Justice of the peace for the said county, and acknowledged himself to owe to the people or the state of New York the sum of one hundred and twenty-five dollars to be made and levied of his goods and chattels, lands and tenements, to the use of the said people, if default shall be made in the condition underwritten. Whereas the above bounden [illegible] is licenced to keep an Inn or Tavern from the present date until the first Tuesday of May next, in the house where he now dwells at [illegible] aforesaid. Now the condition of this recognizance is such, that if the said [illegible] shall not, during the time he shall keep an inn or tavern, keep a disorderly inn or tavern or suffer or permit any cock-fighting, gaming or playing with cards or dice, or keep any billiard table, or other gaming table or shuffle board within the inn or tavern by him to be kept, or within any outhouse, yard or garden belonging thereunto; then this recognizance shall be void, or otherwise remain in full force and affect.

Taken and acknowledged the day and year above written, before me, [illegible] J.P.

[illegible]

*Tavern Keeper's License, 1843. Courtesy of the Yates County Historian's Office.*

## *Document-Based Questions (DBQs)*

Document-based questions are for all students, from elementary school through high school. They help prepare students to compare and contrast particular issues from multiple perspectives, reconciling differing positions, evaluating the strength of particular arguments, providing authentic opportunities at a high level of thinking, and developing life skills. They have been a feature on the Educational Testing Service's Advanced Placement history examinations for a number of years. Certainly, teachers of high school students who are preparing for that examination will want to incorporate document-based questions in their own testing to help prepare their students to interpret historical records and express their understanding effectively through well-written essays.



BEST COPY AVAILABLE

Document-based questions are not only for advanced upper-level students and their format does not necessarily have to be a major test. First grade teachers can assess their pupils' abilities to draw information from a photograph on a worksheet or through class discussion. Using the friendlier concepts of the time capsule or hidden chest, a fifth or seventh grade teacher could present a "newly discovered" historical record trove to a class with questions designed to introduce a unit of study to them. Handing out a single historical record to middle or high school students to relate to their previous night's reading assignment is a change in pace from the traditional pop quiz and every bit as likely to keep the students on their toes. Take-home document-based evaluation allows students and teachers to break away from the usual essay format in favor of a lengthier, more developed piece of writing, based on a wider array of research. Document-based questions can also be a part of a more involved performance task which may include the production of work other than essays and may also include display of student work and discussion of student analysis and evaluation of the document.

Teachers may want to stand the document-based question on its head, however, and give their students an unusual challenge by asking them to select historical records, write a document-based questions themselves, and provide an explanation of why they included and excluded what they did.

The lesson on page 58, "Mortality Schedule: 1860 United States Census for Lansingburgh, Rensselaer County, New York," offers students an opportunity to evaluate a historical record, research primary and secondary sources and develop conclusions from data collected. This lesson could easily be structured as document-based questions.

### *Ready, Set, Go!*

Historical records are exciting and energizing to teachers and students alike. They are sound pedagogy, and they are fun! We invite you to explore the following section, studying the historical records that have been reproduced and perusing the activities outlined. You may find a lesson that is perfect to use in your classroom tomorrow, or a document that triggers a wonderful lesson plan of your own device. Remember that these are just a minute sampling of the types of historical records which are all around you. We encourage you to follow up by looking in your community and beyond so that you and your students may discover the benefits of learning from historical records.

# Section IV
# Historical Records and Learning Activities*

* *Unless otherwise indicated, learning activities have been developed by Susan Owens and Tom Gray.*

# Military Tract Map and Deeds

These two deeds recorded in 1791 in Cayuga County document the sale of land originally given to Issac Samson and Hanyost Tewahongarahken, a Cayuga Indian, for their service in the American Revolution. Their lots can be located on the DeWitt map of the Military Tract Lands in New York. The deeds are from the Cayuga County Clerk's Office in Auburn, New York. The map is courtesy of the New York State Library in Albany, New York.

### Explanation of Key Terms and Words:

During the Revolutionary War, men who joined the Continental army were promised a minimum of 600 acres of land for their service. After the war, both the Federal and New York State governments granted to the veterans land in the central part of the State called the Military Tract. Over 1.5 million acres were divided into 28 townships six miles square and mapped by Simeon DeWitt. This tract in the Finger Lakes district included the present counties of Onondaga, Cayuga, Seneca, Cortland, and portions of Oswego, Wayne, Schuyler, and Tompkins counties. The number of acres each man received was determined by his rank in the army. Each veteran drew a number that indicated the piece of bounty land he was to receive. Many who were granted land in the military tract had no intention of moving to a new location, and sold their parcel to land speculators or other interested parties.

deed - a legal document which transfers a property

indenture - contract, agreement in writing

### Suggested Lessons:

**Activity:**

**Disciplines:** Social Studies, Language Arts

**Grade Levels:** 7-12

**Time Frame:** two class periods

**Materials Needed:**

- Samson and Tewahongarahken deeds
- Transcriptions of the deeds
- DeWitt Map
- Page magnifiers

**Learning Objectives:** Students will:

1. Understand the historical background of the Revolutionary War Military Tract in New York State.
2. Discover connections between the first settlers and modern day names and places.
3. Identify the difference between a copy of an original record and a transcription.
4. Locate each of the deeds on the DeWitt map of the military tract.
5. Discuss the role of the Iroquois in the American Revolution.

**Procedures:**

1. Divide the students into cooperative groups. Hand out copies of the original deeds. Discuss the definitions of indenture and deed.
2. Instruct students to highlight with a marker the following information: buyer and how he got the land, seller, lot numbers, township, amount paid.
3. Distribute transcriptions. Discuss the differences between the transcription and manuscript copies.
4. Provide each group with a DeWitt map. Direct students to locate both of the lots on the map.
5. Ask students to gather the data from the deeds by recording the information on the worksheet provided.
6. Instruct the class to discuss what the deeds tell us about the buyers of these two pieces of property. Where were they from? Do you think the buyers were going to live on the land? If not, why would they buy the lots?

**EXTENDED ACTIVITIES:**

Students may do one of the following:

1. Compare the Simeon DeWitt map of the Military Tract to a modern map. List the names of the original townships. Who were they named after? How many of these names still exist today?
2. Research the involvement of the Iroquois in the American Revolution. What was their role in and the war's impact upon each of the five nations?

*(Lesson idea from John Haight, Social Studies teacher, Moravia Central School.)*

NAME(S)_____

# THE MILITARY TRACT

Directions: Complete this worksheet by collecting information from the two "Indentures."

1. Record the following information from the deeds.

| | DEED 1 | DEED 2 |
|---|---|---|
| Seller: | Isaac Samson | Hanyost Tewahongarahken |
| Buyer, Address: | | |
| Lot #: | | |
| Township: | | |
| Date: | | |
| Payment: | | |
| Acreage: | | |

2. Why did each of these men receive this land from the government?

3. What rank did Hanyost Tewahongarahken attain? What nation did he belong to? How did he sign the deed? Why?

or interlineations Wherein Do allow the same to be recorded. Gilbert Livingston –

Be it remembered That on this twenty eighth day of December in the year of our Lord one thousand seven hundred and ninety eight personally appeared before me William Thompson first Judge of the Court of Common pleas for the County of Orange Albert Roosa an Inhabitant of the town of Shawangunck in the County of Ulster to me personally well known and to be of credit and one of the subscribing witnesses to the execution of the within written conveyance and being by me duly sworn saith that he saw the within named John Forman execute the within conveyance by signing sealing and delivering the same as his voluntary act and deed for the uses and purposes therein mentioned, and that he this deponent was personally well acquainted with the said within named John Forman and that he is the same person described in the within conveyance and who executed the same. and I having inspected the same and found no material razures or interlineations therein do allow the same to be Recorded –

W.m Thompson –

Isaac Samson
W.m Thompson
24 Romulus, Lot.

This Indenture made this fourteenth day of December in the year of our Lord one thousand seven hundred and ninety one, Between Isaac Samson late a soldier in the second New York Regiment commanded by Col. Philip Van Cortlandt in the late American Army during the late war of the one part, and William Thompson Esquire of the Town of Goshen in the County of Orange and State of New York of the other part, Witnesseth that the said Isaac Samson for and in consideration of the Sum of Thirty pounds Lawful money of New York to him in hand paid by the said William Thompson at or before the ensealing and delivery of these presents, the receipt whereof he the said Isaac Samson doth hereby confess and acknowledge, Hath granted bargained, sold, aliened, released, enfeoffed, conveyed, assured, and confirmed and by these presents Doth fully, freely and absolutely grant, bargain, sell, alien, release, enfeoff, convey, assure and confirm unto him the said William Thompson (in his actual Possession now being by virtue of a bargain and sale to him thereof made for one whole year by Indenture bearing date the day next before the day of the date of these presents and by force of the Statute for transferring of uses into possession) and to his heirs and assigns for ever, All and singular such Bounty or Gratuity lands which the said Isaac Samson is or shall or may be entitled to for his services in the aforesaid American Army during the late War in the line of the state of New York either by the Resolutions of Congress or by the Resolutions and laws of the Legislature of the State of New York aforesaid wheresoever the said lands are situated within the said State of New York. Together with the rights, members, hereditaments and appurtenances whatsoever to the same belonging or in any wise appertaining, and the reversion and reversions, remainder and remainders, rents, issues and profits thereof and of every part and parcel thereof with the appurtenances, and also all the estate, right, title, interest, property, claim and demand whatsoever both in law and equity of him the said Isaac Samson of, in or to the premises aforesaid with the appurtenances. To have and to hold all and singular the Bounty or Gratuity lands



BEST COPY AVAILABLE

and premises above particularly mentioned and described with them and every of their appurtenances to the said William Thompson his heirs and assigns to the only proper use benefit and behoof of him the said William Thompson his heirs and assigns for ever. And the said Isaac Samson for himself his heirs executors and administrators doth covenant, grant and agree to and with the said William Thompson his heirs, executors, administrators and assigns in manner and form following that is to say that he the said Isaac Samson at and immediately before the ensealing and delivery of these presents is and stands seized of, in his own right of a good, sure, perfect and indefeasible estate of inheritance in fee simple of and in the premises above mentioned, and that he hath in himself good right, full power and lawful and absolute authority, in his own right to grant, release and convey the premises aforesaid in such manner and form as the same is hereby granted, released and conveyed, and that free and clear and freely and clearly acquitted, exonerated and discharged of, from and against all and all manner of former, or other gifts, grants, bargains, sales, Mortgages, Judgments transfers, assignments powers or other incumbrances whatsoever heretofore had, made, done, executed, suffered or committed. In witness whereof the said parties to these presents have hereunto interchangeably set their hands and seals the day and year first above written.

Isaac Samson — L. S.

Sealed and delivered in the presence of us. The word (Army) interlined between the 26th & 27th lines from the top of the first page and the words (lands and premises) interlined between the 10th & 11th lines from the top of the second page before execution, George his mark Boyles, Charles Thompson, Peter Ubeck

State of New York ss: Be it remembered that on this 10th day of May 1793 personally appeared before me Morgan Lewis Esquire one of the Judges of the Supream Court of Judicature for the State of New York Charles Thompson one of the subscribing witnesses to the aforegoing Indenture and being by me duly sworn saith that he saw the aforementioned Isaac Samson execute the same by sealing and delivering the same as his voluntary act and deed for the uses and purposes therein mentioned and at the same time saw George Boyles & Peter Ubeck the two other witnesses subscribe their names as witnesses thereto and I having perused the same and found no material razures or interlineations therein other than those noted to have been made before execution do therefore allow the same to be Recorded — Mor Lewis

Cayuga County ss. On the 10th day of June 1816 before me came Charles Thomson who being duly sworn and being ordered by me upon the oath of Hezekiah I. Wood ruff to me known, saith he is a subscribing witness to the within deed and personally acquainted with Isaac Samson and knows him to be the same person described in and who executed the said deed therefore I allow the same to be Recorded —

John Grover, Judge
of Cayuga Com. Pleas

Recorded the tenth day of June 1816 at one O'Clock P. M.
I. D. Casey Clerk

Hanyost Tewahongarahken & Patrick Campbell, Nos 4 and 16 Junius, Sold —

This Indenture made this first day of August in the seventeenth year of the Independance and in the year of our Lord Christ one thousand seven hundred and ninety two, Between Hanyost Tewahongarahken of the Canowaga nation of Indians residing in the State of New York of the one part and Patrick Campbell of the town of Germanflatts County of Herkimer and State aforesaid of the second part, Witnesseth That the said party of the first part for and in consideration of the

BEST COPY AVAILABLE

sum of one hundred pounds lawful money of the State of Newyork to him in hand paid by the said party of the second part the receipt whereof is hereby confessed and acknowledged, Hath granted, bargained, sold, remised, released, alienied and confirmed, and by these presents Doth grant, bargin, sell, remise, release, alien and confirm unto the said party of the second part in his actual possession now being by virtue of a bargin sale and Lease to him thereof made by the said party of the first part, by Indenture bearing date the day next before the day of the date of these presents and by force of the Laws for transferring of uses into possession and to his heirs & assigns for ever, All those two certain Lotts of land known by the names of lotts number four and number sixteen in township number twenty six named Junius of the lands set apart for the troops of the state of Newyork in the line of the army of the United States called the Military lands which said two Lotts are said to contain twelve hundred acres of land be the same more or less, together with all and singular the hereditaments and appurtenances thereunto belonging or in any wise appertaining, and the reversion and reversions, remainder and remainders, rents, issues and profits thereof, and all the estate, right, title, interest claim or demand whatsoever of the said party of the first part either in law or equity, of in and to the above bargained premises with the said hereditaments and appurtenances. To have and to hold the said two lotts of land and all other the premises thereunto belonging, with the appurtenances unto the said party of the second part his heirs and assigns to the sole and only proper use benefit and behoof of the said party of the second part, his heirs and assigns for ever. And the said party of the first part, for himself, his heirs executors and administrators doth covenant and grant, bargin, promise and agree to and with the said party of the second part his heirs & assigns that the above bargined premises in the quiet and peaceable possession of the said party of the second part his heirs and assigns, against all and every person or persons lawfully claiming or to claim the whole or any part of the said above mentioned and described premises will for ever warrant and defend. In witness whereof the said party of the first part hath hereunto interchangeably set his hand and seal the day and year first above written.

Hanyost X his mark Tewahongarahken L. S.

Sealed and delivered in the presence of Rial Bingham, John Jost. Schuyler —

Be it remembered that on the seventeenth day of December one thousand seven hundred and ninety four personally appeared before me Asa Danforth Esqr. one of the Justices of the Court of Common Pleas for the County of Onondaga, Ryal Bingham Esqr. one of the witnesses of the within Deed and saith he saw the within Deed signed, sealed and delivered & acknowledge the same to be his voluntary act and deed as therein mentioned and I have carefully perused and examined the same, in finding no rasements or interlinations therein do allow the same to be Recorded —

Asa Danforth Justice
Rial Bingham Justice —

State of Newyork ss. I John N. H. Yates a Master in Chancery certify that on the twenty seventh day of February one thousand eight hundred and two before me came

Recorded the 13th day of June 1816 at 6 o'Clock P.M.
P. D. Barry Clerk



BEST COPY AVAILABLE

2268

John Jost Schuyler one of the subscribing witnesses to the foregoing Instrument of Convey ance (being first satisfactorily identified to me by the oath of Jedediah Sanger to me known who has known the said John Jost Schuyler for several years) and the said John Jost Schuyler being by me duly sworn did depose and say that he saw Hanyost Tiwahongarahken the foregoing grantor voluntarily execute the foregoing Instrument as his act and deed for the uses therein mentioned. That he was well acquainted with the said grantor who was an Indian. That he saw the said grantor under Colonel Luweys command during the last war in the capacity of a Captain. That he frequently saw the said grantor after he came out of the service. That at the date of the said Instrument the said grantor lived near this deponent and received goods as the consideration for the said grant and that the said grantor knew the nature and intent of the said conveyance as the same was explained to him. that the said grantor was of the Cayuga Nation and that this deponent & Rial Bingham witnessed the execution of the said conveyance & no alterations appearing in the said Instrument. I do allow the same to be Recorded.

John V. N. Yates,
Master in Chancery

John Erwin to James McLaughlin 65 acres, Lot

This Indenture made this twenty seventh day of Aug. ust in the year of our Lord one thousand seven hundred and ninety, Between John Erwin of the township of Montgomery County of Ulster and State of New York, Labourer, of the one part and James McLaughlin of the township aforesaid, Weaver, of the other part, Witnesseth that the said John Erwin for the consideration of the sum twelve pounds current lawful money of the State of New York to him in hand well and truly paid by the said James McLaughlin the receipt whereof is hereby acknowledged, hath granted, bargained and sold, alienes released, enfeoffed and confirmed and by these presents doth grant, bargain and sell, alien, release, and confirm unto the said James McLaughlin, and to his heirs and assigns for ever, All that six hundred acres of unappropriated Unimproved land which the said John Erwin is to have for his service as a soldier in the Continential Army during the late war, hath assigned over the hereby granted premises unto the said James McLaughlin. To have and to hold the said six hundred acres of land unto the said James McLaughlin his heirs and assigns, to his and their proper use, benefit and behoof for ever, as witness my hand and seal. John Erwin L. S.

Sealed and delivered in presence of Thomas Cannon, Alex.r Dorcas.

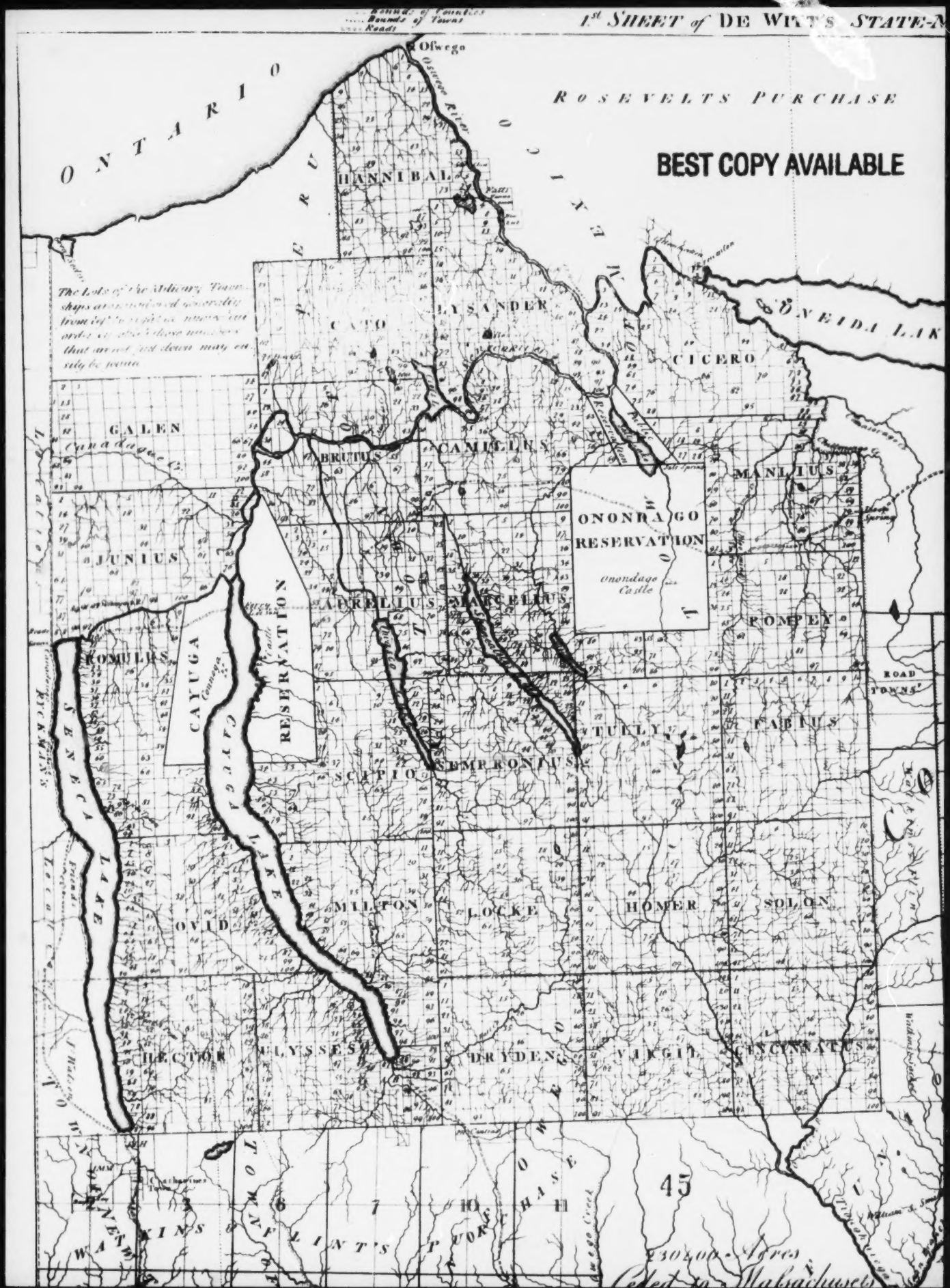
Received the day and year within written of the within named James McLaughlin the full sum of twelve pounds, being the full consideration money as witness my hand. John Erwin

Witness present Alex.r Dorcas.

City and County of New York, 30th August 1790, personally appeared before me Jeremiah Wool Esqr one of the Justices of the peace in and for said City and County, Thomas Cannon one of the within subscribing witnesses and did declare on the holy Evengelist of Almighty God that he did see the within named John Erwin sign, seal and as his voluntary act and Deed deliver the within instrument of writing for the uses and purposes therein men

BEST COPY AVAILABLE

BEST COPY AVAILABLE



# John L. Hardenbergh Inventory

Many wills in the 18th and 19th centuries included an inventory listing all the possessions of the deceased in order to calculate the value of his or her estate. Wills and inventories are found in the Surrogate Court of every county in the State. John L. Hardenbergh was one of the founders of Auburn, New York. Inventories from your own community can be substituted if you are successful in finding one or more. This inventory is from the Cayuga County Surrogate's Court, Auburn, New York.

### Explanation of Key Terms and Words:

looking glass - early term for chamber pot
probate - to establish the validity of a will
provender - dry feed for livestock; oats and hay
shoat - a young hog
surrogate - a person appointed to act for another; a court officer who deals with the probating of wills and administration of estates

### Suggested Lessons:

**Activity One:**

**Disciplines:** Social Studies, Language Arts

**Grade Levels:** 4-6

**Time Frame:** two days

**Materials Needed:**
- Inventory of John L. Hardenbergh or equivalent inventory from your own community
- Page magnifiers
- Student "Personal Inventory" sheet
- Student "Inventory Detective" sheet

**Learning Objectives:** Students will:

1. Analyze a 19th century document and make observations and inferences about a person based on an inventory of personal possessions.

2. Understand that our possessions reflect on our lifestyle and culture.

**Procedures**:

1. Divide students into cooperative groups. Give each student an inventory and "Inventory Detective" worksheet.
2. Ask students to complete worksheet and share ideas with the class.
3. Hand out "Personal Inventory" worksheet and direct students to complete it for homework. You may want to do one for yourself.
4. Collect the Personal Inventories. Read one aloud to the class and see if they can guess to whom the list belongs.

**Activity Two:**

**Disciplines:** Social Studies, Mathematics, Art, Language Arts

**Grade Levels**: 5 - 12

**Time Frame**: two - three class periods

**Materials Needed**:

- John L. Hardenbergh inventory
- Page magnifiers

**Learning Objectives**: Students will:

1. Compare the simplicity of life in the early 1800s with modern material culture.
2. Discover the existence of slavery in New York (one of the largest slave holding states in the North) and that African slaves were considered property.
3. Compare prices from 1806 with those of today.

**Procedures**:

1. Ask students - individually or in pairs - to select one of the following activities.
   a. Create an inventory of one room in their home.
   b. Write an epitaph for Mr. Hardenbergh.
   c. Draw one of the rooms in Mr. Hardenbergh's home along with its contents. Key the objects from the inventory.
   d. Write a play using people mentioned in the inventory
   e. Research the laws relating to the gradual abolition of slavery in New York. Find out how many slaves were recorded in the census of 1800 in New York.
   f. Compare the prices recorded for at least 20 of the items listed in the inventory to retail prices of the same items today.
2. Have students share their projects.

*(Lesson idea by Mary Gildea and Michael Grene, Fourth Grade teachers, Niskayuna Schools.)*

NAME _____

# INVENTORY DETECTIVE

After studying the attached inventory, give as much information as possible about the person who owned the items listed. For example: occupation, type of land owned, dealings with other people, etc. Be prepared to explain or justify any observations you write down.

NAME _____

# PERSONAL INVENTORY

In your bedroom, choose 10 - 12 items that are important to you or tell something about "who you are." Be sure the items listed are things that you are willing to share with the class.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

The anexed is a true Inventory of the personal Property of John L. Marlenbergh of the town of Aurelius County of Cayuga & State of New York, deceased, ~~late of the~~ Aurelius November 20th 1806

John H Bumpston
Nathaniel Bush Jun. Appraisers

Surrogates Office
Cayuga County ss.

Be it remembered that on the Twenty first day of November one thousand Eight Hundred and Six personally appeared before me Ten Eyck Surrogate of said County Dirck Brinkerhoff and Henry Brimmer Executors of the Administrators of all and singular the goods ~~and~~ [illegible] ~~late of the~~ Marlenbergh deceased and made Oath that the within Inventory is just & true

Ten Eyck Surrogate

Inventory of the Estate of John L. Marlenbergh deceased Nov. 1806

BEST COPY AVAILABLE

A true Inventory of the personal property of John L. Vanderburgh deceased. Amelius June 13th 1806 — —

| | | | | | |
|---|---|---|---|---|---|
| 1 Cow | 15 | | Amt. brot. forward | 319 | 92 |
| 3 Do. | 65 | | Nails tubs &c | 4 | 87 |
| 3 Do. | 25 | | 3 barrels | 1 | 35 |
| 3 Horses | 86 | | 1 Hatchel | 1 | 26 |
| 1 Sleigh | 7 | 50 | And Irons Shovel &c | 8 | 25 |
| 1 Saw | 4 | | Cross cut & Gradiron | 4 | — |
| 1 Flax brake | | 25 | 1 Adze | | 50 |
| 1 Waggon Harness | 90 | | 2 Scale beams | 3 | 25 |
| 1 Cart | 10 | | Sundry Pot Iron | 3 | 50 |
| 1 Cutting box | 4 | | 1 Iron Square | | 50 |
| Sundries | 4 | 25 | 3 hoes | 1 | 12½ |
| Dung & hay fork | 1 | 25 | Pewter Ware | 5 | 50 |
| 2 Iron Wedges | 1 | — | 1 ½ Sad Irons | | 75 |
| 1 Shovel Spade & Saw | 2 | 25 | Tin Ware | 2 | — |
| 1 Corn Sau | 1 | 25 | Crockery Ware | 3 | 75 |
| 1 Do | | 50 | Glass &c | | 75 |
| Swine | 3 | 37 | brown Do. | 1 | 75 |
| Cards | 6 | 1 — | 1 ½ Knee buckles | | 50 |
| 2 Saddles | 3 | — | Shaving Tools | 1 | 12½ |
| Sundries | 2 | — | Hair brush | | 18 |
| Spinning Wheel | 2 | — | Gold Scales & Weights | 2 | 50 |
| 2 " Wheels & Reel | 5 | — | Sheep Shears | | 25 |
| 1 Cask | — | 25 | Tin Ware | — | 25 |
| 1 Trunk | | 25 | 1 Coffee Mill | 1 | — |
| 2 baskets | 1 | | 1 Flesh fork | | 12½ |
| Sadd | 1 | — | 1 Candle Stick | | 12½ |
| 1 Rug | | 50 | 2 bunches Hats | 1 | 50 |
| Wool Cards | | 75 | 1 Watch | 20 | — |
| 3 Iron Wedges | 10 | | 1 Sword | 8 | — |
| 1 Bell Trimmer | 1 | 50 | Cartouch box & Powder horn | | 25 |
| 2 Iron Wedges & Sledge | 2 | 25 | 2 Sleighs | | 62 |
| 1 " Hot | 1 | 50 | Woolen Yarn | 3 | — |
| 1 Bake Iron | 1 | — | Pomhaps & Staff | 20 | — |
| 1 Tea Kettle | 1 | — | | | |
| Iron & Steel and Screws | 2 | — | | | |
| pocket Compass | 1 | — | | | |
| carried forward | 319 | 2 | Carried forward | 428 | 70 |

BEST COPY AVAILABLE

| | | | | | |
|---|---|---|---|---|---|
| Amt. brot. over | 428 | 70 | Amt. brot. forward | 533 | 82 |
| 1 Chain | 1 | 25 | 1 bedstead bed & bedding | 30 | — |
| 1 Scale | | 30 | 1 " with Curtains | 35 | — |
| 1 Case of Instruments | 3 | 50 | 1 " " Ditto | 16 | — |
| box Paints | | 50 | 1 Trundle Bedstead | 2 | — |
| 2 Carpets | 11 | — | Woolen Yarn | 1 | — |
| 1 Dutch bible | 3 | — | 55 lb Wool 2/9 | 18 | 91 |
| 10 Vols Rollin's Anct. his. | 6 | — | 5 homespun blankets | 17 | 25 |
| 2 " Stokes Dictionary | 1 | 50 | 1 Set Curtains | 5 | — |
| 2 " Ramsey Ist. Amer. | 1 | 75 | 1 pr. Pillow Cases | 1 | 25 |
| 1 " Guthries Geography | 1 | — | 2 Table Cloths & Towel | 3 | — |
| 2 Psalm Books | 1 | — | Sundry Clothing | 21 | 75 |
| 1 " Gibons Surveying | 1 | — | 3 Hats | 6 | — |
| 1 " Wilsons Ditto | | 37 | Shoes & boots | 8 | — |
| 6 " Sermons | 1 | 50 | 2 Tubs | — | 87 |
| 1 Large English Bible | 4 | — | Bee hives & Bees | 13 | — |
| 2 Small " Ditto | 2 | — | 16 Saw logs | 12 | — |
| 1 Dictionary | 1 | 75 | Inkstand | — | 30 |
| School Books | | 37 | 1 blanket | 3 | 50 |
| Charts & Maps | | 25 | Sheets & Pillow Cases | 2 | 45 |
| Pamphlets &c | 1 | 50 | Sundries | 2 | — |
| Parrallel Rule & Protracter | | 50 | 1 Lean to | 14 | — |
| Desk & Book Case | 25 | — | 8 Sheep | 2 | — |
| 1 Stance | 1 | 25 | 2 Shoats | 1 | 75 |
| Breakfast Table | 2 | — | 1 Calf | | |
| Demijohn &c | | 75 | 40 bushels Wheat 62½ ¢ | 38 | 75 |
| Cradle | 1 | 50 | 22 " Rye 37½ | 37 | 50 |
| Foot Stove | | 75 | 100 " Corn 28 | 28 | — |
| 1/2 doz Tea Spoons | 3 | 50 | 3½ Tons Hay 6 | 8 | — |
| 2 Looking Glasses | 8 | 25 | Provender | 8 | — |
| 1 Chest | 2 | 50 | Old Law Books & Maps | 1 | 50 |
| 2 Trunks | 5 | — | Negro Girl Betty | 20 | — |
| Stand | | 50 | " boy James | 50 | — |
| 1 Chest | 1 | 50 | " " Lewis | 10 | — |
| 3 baskets | | 50 | " " Hannibal | 2 | 50 |
| 1 Chest | | 25 | | $ 930 | 00 |
| 1 Table | | 75 | 1 Note ag.t Charlton Burgess | 15 | 52 |
| Chairs | 1 | 50 | Judgt. ag.t Robert Peak | 14 | 54 |
| 1 Lace Loom | | 25 | Note ag.t Micajah Bennett | 7 | 5 |
| 1 bed Bedstead & Bedding | 14 | — | Order on John Tawyer | 7 | 50 |
| | | | Recognizance of J. Callaghan | 29 | 50 |
| Carried forward | 535 | 82 | | $ 1010 | 71 |

BEST COPY AVAILABLE

A true Inventorie of the moveable Property of John L. Hardenbergh Deceased, now in the care of Mathew Newkerk of the Town of Warwarsing in the County of Ulster taken by the Subscribers this 13th day of September 1806. —

| | £. | s. | d. |
|---|---|---|---|
| 1 Cupboard | 12 | 50 | |
| 1 Set Curtains | 10 | 0 | |
| 1 Feather Bed & Pillows & 1 Bolster | 20 | 0 | |
| 1 Green Rug | 4 | 0 | |
| 1 Straw Bed | 2 | 0 | |
| 1 Rose Blanket ded | 1 | 25 | |
| 2 old Sheets and 2 New Sheets | 0 | 0 | |
| 4 Pillor Cases | 2 | 0 | |
| 1 Bedsted | 2 | 75 | |
| 1 Set of old Curtains | 5 | 0 | |
| 1 Smoothing Iron | 0 | 37 | |
| 1 Chest | 2 | 50 | |
| 1 Tea Kettle | 2 | 50 | |
| | £ 72 | 87 | |

Jacob Hermance
Johannis Bevier

| | | | |
|---|---|---|---|
| 1 Callico Gound | 3 | 0 | |
| 1 Callico Gound | 2 | 0 | |
| 1 Blue Cloath Coat | 7 | 50 | |
| 2 Short Gounds | 1 | 0 | |
| 1 Petticoat | 2 | 0 | |
| | £ 15 | 50 | |

Jacob Hermance
Johannis Bevier



BEST COPY AVAILABLE

# Erie Canal Broadside

This broadside from Geneva, New York, announces the completion of the Erie Canal on October 26, 1825. The proclamation of a number of festive activities to be held in honor of this event indicates the importance of this occasion. From that day forward, the Erie Canal would contribute significantly to the economic and demographic development of New York State. This broadside is from the records of the New York State Library in Albany, New York.

### Explanation of Key Terms and Words:

broadside - large sheet printed on one side only; poster

### Suggested Lesson:

**Activity:**

**Disciplines:** Language Arts, Social Studies, Art

**Grade Levels:** 4-8

**Time Frame:** one class period

**Materials Needed:**
- "Grand Celebration!" broadside
- Page magnifier
- Erie Canal worksheet
- Reference materials on Erie Canal
- Map of New York State

**Learning Objectives:** Students will:

1. Locate the Erie Canal on a map.
2. Research information concerning the building of the Erie Canal.
3. Understand the importance of the Erie Canal in the development of New York State and the nation.
4. Compare and contrast the celebrations in the past and those today.

**Procedures**:

1. Instruct students to find out as much information about the building of the Erie Canal in New York as possible. Different groups of students can be assigned questions:
   a. When was the canal built? (assign to all groups)
   b. How was the canal constructed? How long did it take to build? Were there any major problems?
   c. How was the canal financed? How much did it cost to build?
   d. Who was the governor at that time? How much support did he receive for this project?
   e. Where was the canal located? What major bodies of water did it connect?
   f. How did the canal affect economic development and population patterns in New York State?
2. Discuss the information gathered by each group.
3. Distribute a map of New York State. Direct students to draw the Erie Canal on the map. Identify any major transportation routes and areas of population that follow the path of the Erie Canal.
4. Hand each student or group of students a "Grand Celebration" broadside. Ask them to read the document and pay particular attention to the illustrations.
5. Instruct students to complete the "Erie Canal Worksheet."
6. Share answers in a class discussion.

Name or Group_____

# THE ERIE CANAL

Directions: Answer the following questions by analyzing the "Grand Celebration!" broadside.

1. What event did the broadside celebrate? _____

   and _____

2. When was it to occur? _____

3. In what town were these festivities to take place? _____

4. What special activities were planned for this event?

   a. _____

   b. _____

   c. _____

   d. _____

5. Which one(s) would you have liked to attend if you lived at this time in history? Why?

   _____

   _____

6. What do you think each of the illustrations represented on the broadside?

   1. _____

   2. _____

   3. _____

   4. _____

6. Why do you think this event was so important?

_____

_____

7. Can you think of at least six other events in our history that would call for grand celebrations?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

6. What types of events are planned for modern day celebrations such as the inauguration of a new president or a town's birthday celebration? Which ones might be similar to those at the opening of the Erie Canal? Which might be different?

_____

_____

_____

JULY 4, 1817.

OCTOBER 26, 1825.

# Grand Celebration!

At a Meeting of the Committee of Arrangements appointed by the citizens of Geneva to make suitable arrangements for the celebration of the COMPLETION of the ERIE CANAL, and the Meeting of the Waters of the Great Western Lakes and the Atlantic Ocean, on WEDNESDAY the 26th instant, it was

*Resolved*, That, for the purpose of demonstrating the joy which the citizens of Geneva, in common with the citizens of the State, feel at the completion of the Erie Canal, it be recommended to them to partake of a Public DINNER, at the *Franklin House*, on Wednesday the 26th inst. at 4 o'clock P. M.

*Resolved*, That it be recommended to the Citizens of Geneva to ILLUMINATE their houses on the evening of the 26th instant.

*Resolved*, That a Public BALL be also recommended on the evening of the day on which the first Boat departing from Buffalo, on the Erie Canal, shall arrive at New York, at such place as the Managers shall designate; and that Nicholas Ayrault, Andrew P. Tillman, Wm. V. I. Mercer, L. B. Mizner, William W. Watson, John Smith, Jun. Hiram Walbridge, James Bogert, Charles A. Williamson, Andrew Burns, David S. Hall, George Stafford, Godfrey J. Grosvenor, and John T. Wilson, be Managers of said Ball.

A NATIONAL SALUTE will be fired by a detachment from Capt. Lum's Artillery Company, at twelve o'clock at noon: the bells will ring during the firing of the Salute.

The Illumination to commence at the ringing of the bells, about half past 6 o'clock in the evening.

☞ Those citizens who wish to partake of the Dinner, are requested to leave their names at the Bookstore of J. Bogert, at the Reading Rooms, or at the Franklin House, by 10 o'clock to-morrow morning.

☞ Our Fellow-Citizens of the country generally, are invited to unite in the Celebration at this place.

ELNATHAN NOBLE,
CHARLES BUTLER,
WILLIAM W. WATSON,
HIRAM WALBRIDGE,
DAVID S. HALL,
ANDREW P. TILLMAN,
JOHN SMITH, Jun.
CASTLE SOUTHERLAND,
CHARLES LUM.
*Committee of Arrangements.*

*GENEVA, Tuesday morning, October 25, 1825.*

J. Bogert, Pr.

BEST COPY AVAILABLE

# Animals, Horses, &c. at Auction Broadside

This broadside announcing the auction of circus animals at the Elephant Hotel on August 22 - 23, 1837, is from the Somers Historical Society in Somers, New York. Somers is acknowledged by many to be the birthplace of the American circus. Hechaliah Bailey exhibited one of the first elephants brought to this country and erected the Elephant Hotel referred to in the document in the year 1824. P.T. Barnum lived in nearby Danbury, Connecticut, and, with a foster son of Bailey, founded the Barnum and Bailey Circus, which survives today.

### Explanation of Key Terms and Words:

broadside - large sheet printed on one side only; poster

Zoological Institute - founded on January 14, 1835, at a cost of $329,325 by nearly 100 owners of exotic animals from all over the United States

### Suggested Lessons:

**Activity One:**

**Disciplines:** Social Studies, Mathematics, Language Arts, Art

**Grade Levels:** 2-6

**Time Frame:** two to four days

**Materials Needed:**

- Animals at Auction broadside
- Page magnifiers
- Worksheet
- Graph paper
- Art supplies
- Animal reference books

**Learning Objectives:** Students will:

1. Categorize types of animals listed on the auction document.

2. Graph the results and add pictures of each of the animals.

3. Write a story about what happens to one of the animals sold at the auction.

4. Learn about the history of the circus.

5. Compare directly with the circus of today by attending the Ringling Brothers Barnum and Bailey Circus or indirectly by seeing a different circus troupe.

**Procedures**:

1. Distribute the worksheet and page magnifiers. Since there is a great deal of reading on this document, you might want to enlarge only parts of it or highlight the sections on which you want the students to focus their attention.

2. Discuss what an auction is. Have students hypothesize the reasons these animals might be for sale.

3. Ask students to complete the worksheet.

4. Using the information on the worksheet, instruct students to create a graph showing the numbers and different types of animals being sold. Students should illustrate their graph.

5. Display the graphs.

6. As a writing activity, have each student create a short story or book explaining what might have happened to one of the animals sold at this auction. As an alternative activity, some of the students might want to write, perform, and videotape a play depicting the auction of these animals in 1837.

7. Arrange for a field trip to the circus, if possible.

**Activity Two:**

**Disciplines:** Social Studies, Science, Language Arts

**Grade Levels:** 7-12

**Time Frame:** one week

**Materials Needed:**
- Animals at Auction broadside
- reference materials

**Learning Objectives:** Students will:

1. Research the treatment of animals in captivity in both zoological parks and circuses in the *Guide to Periodical Literature* or other finding aids available in the school's library.

2. Contact organizations that are concerned with the ethical treatment of animals.

3. Present findings and opinions either in a written article or oral presentation to an appropriate audience.

**Procedure**:

1. Introduce the Animals at Auction broadside to the students.

2. Instruct students to find out as much as they can about how animals are treated in zoos and circuses. Take the class to the school library to find the traditional and electronic methods of research available to them.

3. Direct students to locate and obtain copies of articles related to the topics of animal rights and the humane treatment of animals.

**Extended Activities**:

1. Information gathered from these sources can be used to write research reports or articles with the intent of publication. Writers should include illustrations, charts or graphs, and bibliographies as well as personal opinions. Oral presentations should be scheduled when possible.

2. Instruct students to continue their research by contacting any organizations concerned with the treatment of animals, animal testing, or animal rights. Caution: material received from animal rights organizations may not be appropriate for young students.

*(Lesson idea by Nancy Malcolm and Patrice Williams, St. Joseph's School, Croton Falls.)*

Name or Group _____

# AN ANIMAL AUCTION

Directions: Answer the following questions by looking at the "Animals, Horses at Auction" historical record.

1. When were these animals sold? _____

2. Where were they sold? _____

3. In addition to animals, what else was sold? _____

_____

Define : MARE _____

DROMEDARY _____

Count how many of each of these animals were sold. Put a mark (✗) next to each one when you find it on the list. When you are finished count up the marks for each animal. You will use these numbers to make a graph.

Elephants _____ Total: _____

Bears _____ Total: _____

Zebras _____ Total: _____

Hyenas _____ Total: _____

Leopards _____ Total: _____

Lions _____ Total: _____

Monkeys _____ Total: _____

Horses _____ Total: _____

Tigers _____ Total: _____

Camels _____ Total: _____

Gnus _____ Total: _____

Use these totals to create a graph of the animals sold..

# ANIMALS, HORSES, &c. at Auction.

**On Tuesday and Wednesday, the 22d & 23d of August, instant, at the Elephant Hotel in Somers, will be sold to the highest bidder, all the property and effects of the eastern section of the Zoological Institute.**

Conditions of sale, 60 days credit, with approved security, for all sums less than $1000; for all sums of $1000 and upwards, 9 mos. credit with approved security, and interest from the day of sale.---Any person bidding off any of the property shall immediately give such security as may be required.

**The sale will commence on Tuesday, at 12 o'clock at noon precisely, with the**

# Exhibition OF Animals

Now in Canada, together with the Horses, Cages, Waggons, Harness. and all the Fixtures and Appurtenances thereto belonging. The Exhibition is now travelling, and possession will be given on the day of sale. The following is a list of the principal Animals, comprising the Exhibition:

## The large Elephant VIRGINIUS and Saddle,

| | | |
|---|---|---|
| 1 Dromedary | 1 Lion and Lioness | 1 Riding Monkey and Poney, with |
| 1 Zebra | 1 Leopard | a variety of minor Animals. |
| 1 large white Bear | 1 Panther | 1 set of Canvass, with poles, chains |
| 1 Royal Tiger | 1 striped Hyena | and fixtures complete for imme- |
| 1 spotted Hyena | 1 Advertising Waggon, | diate use. |

**with Horses, Cages, Waggons, &c. sufficient for the use of the Exhibition.----Immediately after the sale of the above Property, will be sold THE CIRCUS which is now travelling with the above Exhibition, consisting of 8 superier Horses, finely marked and well trained to the** Ring: Together with all the Saddles, Bridles, Trappings, Wardrobe, and all the appurtenances belonging to Circus Department. Possession to be given as above. ☞ After which will be sold,

**The rare & valuable Animals now at Somers, together with the Cages and Waggons to which they belong, to wit: the large Male Elephant *SIAM*, acknowledged to be the finest elephant ever exhibited in this country**

**A Female Rhinoceros, a fine healthy animal, with an** excellent Cage and Waggon.

| | | | |
|---|---|---|---|
| One Gnu | One Royal Tiger, Lioness & Black Bear | 2 spotted *Hy*enas | |
| 1 Zebra | 3 Leopards | 1 white Camel | 1 striped do |
| 2 Royal Tigers | 1 Lion and Lioness | 1 brown Camel | 1 Burmese Bull |

**2 spotted Tigers, Lion, Lioness & Loopard, 1 cage of small Animals and Birds**

**Immediately after the sale of the Animals, will be sold a complete set of Canvass with top, sides, poles, chains, guy stakes, and all fixtures complete for immediate use, sufficient to fit up a space of 100 feet in length by 75 feet broad.**

## The *sale will* commence on Wednesday the 23d, at

**Twelve o'clock precisely, with a large number of *HORSES*, a part of which are** [as follows:

No. 1 A cream Horse, broke to the Ring: kind in harness, fine traveler, believed to be sound.
2 A cream Horse, broke to the Ring: kind in harness, warranted sound.
3 A cream Horse, broke to the Ring: kind in harness, warranted sound.
4 A white Horse, broke to the Ring; kind in harness, warranted sound.
5 & 6 A pair of well matched spotted Horses,—kind in harness, fine traveller; remarkably well broke to the ring, believed to be sound.
7 A fine spotted Horse, kind in harness, and warranted sound.
8 A beautiful white Mare, kind in harness well broke to the ring: warranted sound.
9 & 10 A pair of well matched spotted Mares, kind in harness: well trained to the ring.
11 A spotted Horse, well broke to the ring, warranted sound.
12 A spotted Horse, fine figure, great traveller; kind in harness, warranted sound.
13 A grey Horse, well broke to the ring, kind in harness, warranted sound.
14 A cream Mare, well broke to the ring: believed to be sound.
15 A cream Horse, kind in harness: broke to the ring, believed to be sound.
16 A grey Mare, well broke to the ring, nearly sound.
17 A spotted Mare, fine animal, kind in harness, warranted sound.
18 A cream Horse, kind in all harness, well broke to the ring; believed to be sound.
19 A beautiful white Pony, 13 1-2 hands high well broke to the ring believed sound.
20 A white Horse, well trained to the ring kind in harness, believed to be sound.
21&22 A pair of well matched grey Horses, fine traveller, kind and gentle in harness.
23&24 A pair of Gray Horses, well broke to harness, good travellers; believed sound
25&26 A pair of grey Horses, well matched, kind in harness, warranted sound.
27&28 A pair of grey Horses, well broke, kind & gentle in harness; believed to be sound.
29&30 A pair of grey Horses, well broke, kind in all harness, fast travellers: warranted sound.
31&32 A pair of grey Horses, kind in harness; warranted sound.
33 A Bay Poney, 3 feet high, very superior animal; well trained as a domestic horse and believed to be superior to any other poney ever imported.
34 A bay Poney, 3 feet 3 inches high; well trained to the ring, and thought to be a valuable animal.

*.* Immediately after the sale of the Horses, will be sold a number of SADDLES, BRIDLES, Performing Saddles, Bridles, Pads, 2 sets of Saddle Cloths, and all the Trappings and Fixtures of an extensive Circus Company: after which will be sold 25 Waggons and Carriages all in running order, and suitable for all purposes. The sale to conclude with 10 sets of 2-horse Harness, among which are several set of first rate brass mounted harness.

If any horse warranted sound should prove otherwise at the time of sale, the purchaser shall be allowed such damages as may be adjudged by two disinterested persons, one to be chosen by the purchaser, the other by the seller,—and they two to choose a third person, provided they cannot agree on the damages. Such award to be made at the place, and within three days of the time of sale.

Somers, Aug 16, 1837

CHARLES WRIGHT, EPENETUS HOWE, and EDWARD FINCH, } Trustees.

BEST COPY AVAILABLE

DOMESTIC SERVICE
Check the class of service desired, otherwise this message will be sent as a fast telegram
TELEGRAM
DAY LETTER
NIGHT LETTER

$
S
E

# WESTERN UNION
## TELEGRAM

1211 (4-55)

W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE
Check the class of service desired, otherwise the message will be sent at the full rate
FULL RATE
LETTER TELEGRAM
SHORE SHIP

| NO. WDS. | CL. OF SVC. | PD. OR COLL. | CASH NO. | CHARGE TO THE ACCOUNT OF | TIME FILED |
|---|---|---|---|---|---|
| | | | | Royall, Koegel & Rogers<br>200 Park Ave. N.Y.C. | 12:30 PM |

Send the following message, subject to the terms on back hereof, which are hereby agreed to

Hon. Lawrence F. O'Brien
Postmaster General
Washington, D. C.

December 29, 1965

This communication is on behalf of Somers Circus Museum and Somers Historical Society, Westchester County, New York. We understand a commemorative stamp may be issued indicating Delavan Wisconsin as the cradle of the American circus in 1847.

It is almost universally accepted that Somers, New York is the birthplace of the American circus Stop There the Elephant Hotel was erected in 1824 by Bailey, who exhibited one of the first elephants brought into this country prior to that date. The building is an imposing one marked for historic preservation by the Department of the Interior Stop An effigy of Old Bet, the first elephant exhibited in this country, rests atop a granite shaft on a greensward in front of the hotel building which is now the seat of the Township Government and the headquarters of the societies abovementioned. Stop There, on January 14, 1835, was organized the Zoological Institute, capitalized at three hundred twenty-nine thousand, three hundred and twenty-five dollars, and joined in by most all of the principal menagerie proprietors of the country, nearly a hundred of them Stop Barnum lived in nearby Danbury, and with a foster son of Bailey, established his circus Stop The most important collection of circusiana is at Somers, including the celebrated collection of the late Doctor Hugh Grant Rowell of Harvard and Columbia Stop The local Town Clerk's offices evidence the recording of many assignments of circus animals and interests in them many years before Wisconsin was even a territory, much less a state Stop This commemorative stamp will, if we are correctly informed, be a perversion of history, and we submit that it should not be issued without further investigation.

OTTO E. KOEGEL
of
Royall, Koegel & Rogers, New York
on behalf of Somers Historical Society
and Somers Circus Museum

BEST COPY AVAILABLE

# 1860 Census of Mortality for Lansingburgh

This schedule of deaths was recorded in Lansingburgh, Rensselaer County, New York. Mortality schedules appear at the end of each town's population schedule in the United States Census for the years 1850 - 1880. The New York State Census from 1845 - 1875 also contains mortality schedules for the communities of New York State. This record is courtesy of the New York State Library, Albany, New York.

United States Census (taken at 10-year intervals in years ending in zero, i.e., 1790 - 1920) and the New York State Census (taken in years ending in five, i.e., 1825 - 1875, then again in 1892, 1905, 1915, and the last in 1925) can be found in their original paper form at most of the County Clerk's offices in the state. The New York State Library also has copies of the State Census of Mortality Schedules.

Microfilm copies of these censuses can be found in many research and local libraries. However, the Church of the Latter Day Saints (Genealogical Society of Utah) in most cases microfilmed the pages of the population schedules only. To obtain copies of death schedules, check with the County Clerk for the town you wish to research.

**Explanation of Key Terms and Words:**

consumption: tuberculosis
dropsy - edema, filling with fluids
dyspepsia - stomach ailments
#7 - "scalded to death"
#32 - "teething"
1/12 - one month-old

**Suggested Lessons:**

**Activity One:**

**Disciplines:** Social Studies, Health, Mathematics

**Grade Levels:** 4-12

**Time Frame:** one class period

**Material needed**:
- Census of Mortality
- Calculator
- Page magnifier
- Almanac
- Dictionary

**Learning Objectives**: Students will:

1. Understand the meaning of life expectancy, infant mortality.
2. Calculate averages and use them in a social science context.
3. Make inferences about causes of death in the past and today using the data from the census record and almanac.

**Procedures**:
1. Give each student a copy of the worksheet and Lansingburgh Mortality Schedule or one you have found from your community.
2. Place students in cooperative groups to complete the worksheet.
3. Review answers to worksheet with the class. In most cases, there will be more than one correct answer.

**Activity Two:**

**Disciplines**: Social Studies, English, Science, Mathematics, Health, Art (for displays)

**Grade Levels**: 4-12

**Time Frame**: unit of two weeks

**Materials needed**:
- Three to four mortality schedules from your community
- Research materials
- Computers
- Calculators
- Materials for display

**Learning Objectives**: Students will:

1. Compare and contrast the causes and ages of death approximately 100 years ago and today.
2. Research various diseases and the scientific discoveries that have controlled or eradicated them.

**Procedures:** Distribute three or four death schedules to students. Have them analyze each record. Divide students into groups. Each group is given one of the following tasks:

1. Make a bar or circle graph reflecting the frequency of the various diseases on the mortality schedules. Research modern causes of death in the almanac and graph these also. Compare the data. You can extend the activity by comparing these results to developing nations today.

2. Research the different diseases and determine if there have been any scientific discoveries that have led to the reduction or elimination of these diseases in modern times. Cite any incidence where a disease is recurring such as tuberculosis. Match old names to modern names of selected diseases.

3. Compute and compare the average age of death for males and females on the old records. Research modern life expectancy by using an almanac or following the obituaries in a local newspaper over one or two weeks. Graph the results and compare. Try factoring out children 10 years-old and younger. See how that compares to the average age of death today.

4. Develop a list of conclusions from your data. Plan a display of the project. Select a title and audience.

5. Computerize the graphs and research on each of the diseases. Coordinate with the group that is planning the visual display of the project.

**Extended Activity:** 1. Visit a local cemetery and record any information found on gravestones that reveal cause and age of death. Compare this to the information on the mortality schedules. Photograph or sketch any interesting gravestones and record any pertinent epitaphs.

Name(s)_____

# DEATH RECORDS

Directions: Analyze the death record from Lansingburgh, N.Y., or one from your own community and answer the following questions. You will need a dictionary, a calculator, an almanac, a page magnifier (if you have one) and time to get used to the manuscript (handwritten record).

1. In what year was this death record written? _____

2. What category of information would not be part of a modern death record or certificate?

_____

3. What does the age 5/12 mean? _____

4. How many babies two years-old and younger died? _____

5. What does this tell you about **infant mortality** during this time?

_____

6. Name three diseases you are not familiar with. Look them up in a dictionary to find out what they are.

a. _____

_____

b. _____

_____

c. _____

_____

7. Why do you think few people today know about these diseases?

_____

8. Are there any unusual causes of death listed? If so, what are they?

_____

_____

9. What is the average age of death on this record? _____

   for females? _____ for males? _____

10. Look up in an almanac the average age of **life expectancy** in the United States today.

    females _____ males _____

11. What did most people die of on this death record? _____

12. Look up in an almanac the leading causes of death today.

    _____ and _____

13. Suggest a reason why the major causes of death have changed over the past hundred years.

*Page No.* 1

**SCHEDULE 3.—Persons who Died during the Year ending 1st June, 1860, in** [illegible] **in the County of** [illegible] **State of** [illegible] **, enumerated by me,** [illegible] **Ass't Marshal.**

| NAME OF EVERY PERSON WHO DIED during the year ending 1st June, 1860, whose usual place of abode at the time of death was in this family. | DESCRIPTION. Age | Sex | White, Black, or Mulatto | Free or slave. | Married or widowed. | PLACE OF BIRTH, Naming the State, Territory, or Country. | THE MONTH in which the person died. | PROFESSION, OCCUPATION, OR TRADE. | DISEASE OR CAUSE OF DEATH. | NUMBER OF DAYS ILL. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | | | | | | | | | | 1 |
| 2 | | | | | | | | | | 2 |
| 3 | | | | | | | | | | 3 |
| 4 | | | | | | | | | | 4 |
| 5 | | | | | | | | | | 5 |
| 6 | | | | | | | | | | 6 |
| 7 | | | | | | | | | | 7 |
| 8 | | | | | | | | | | 8 |
| 9 | | | | | | | | | | 9 |
| 10 | | | | | | | | | | 10 |
| 11 | | | | | | | | | | 11 |
| 12 | | | | | | | | | | 12 |
| 13 | | | | | | | | | | 13 |
| 14 | | | | | | | | | | 14 |
| 15 | | | | | | | | | | 15 |
| 16 | | | | | | | | | | 16 |
| 17 | | | | | | | | | | 17 |
| 18 | | | | | | | | | | 18 |
| 19 | | | | | | | | | | 19 |
| 20 | | | | | | | | | | 20 |
| 21 | | | | | | | | | | 21 |
| 22 | | | | | | | | | | 22 |
| 23 | | | | | | | | | | 23 |
| 24 | | | | | | | | | | 24 |
| 25 | | | | | | | | | | 25 |
| 26 | | | | | | | | | | 26 |
| 27 | | | | | | | | | | 27 |
| 28 | | | | | | | | | | 28 |
| 29 | | | | | | | | | | 29 |
| 30 | | | | | | | | | | 30 |
| 31 | | | | | | | | | | 31 |
| 32 | | | | | | | | | | 32 |
| 33 | | | | | | | | | | 33 |
| 34 | | | | | | | | | | 34 |
| 35 | | | | | | | | | | 35 |

Total number of deaths. No. of white males. No. of white females. No. of black males. No. of black females. No. of mulatto males. No. of mulatto females. Total male slaves. Total female slaves. No. of married. No. of widowed.

REMARKS.

BEST COPY AVAILABLE

# 1860 Census of Mortality for North Elba

Taken from the same United States Census as the Lansingburgh Census of Mortality (page 63), this record demonstrates that local records can reflect national events and historical persons. This schedule from North Elba, Essex County, New York, documents the death of John Brown, radical abolitionist, and members of his family. As noted in the record, Brown was executed by hanging for treason because of his infamous raid on the U.S Arsenal at Harpers Ferry, Virginia, in 1859. This record is from the New York State Library. Additional records about John Brown and his family are located in the records of the Essex County Clerk and Historian's office in Elizabethtown, N.Y. For background information concerning the Brown household and the role of women, including Martha Brown, consult *To Purge This Land With Blood: A Biography of John Brown* by Stephen B. Oates.

### Explanation of Key Terms and Words:

North Elba: township in Essex County, New York, that includes the Village of Lake Placid today. John Brown's farm and burial plot are maintained as a historical site there.

Olive Brown - died three days-old from "weakness"

"Do" - ditto

### Suggested Lessons:

**Activity:**

**Di. ciplines:** Social Studies, Language Arts

**Grade Levels:** 7-12

**Time Frame:** one-two class periods

**Materials Needed:**
- North Elba Census of Mortality
- Biographical dictionary
- American history text
- Current newspaper obituary page
- Worksheet

**Learning Objectives**: Students will:

1. Define abolitionist, martyr, capital punishment.
2. Identify the beliefs of the abolitionists and recognize that there were differences of opinion on the means to achieve abolition of slavery.
3. Understand the critical role of John Brown in the abolitionist movement on the eve of the Civil War.
4. Integrate information from secondary sources to understand the historical record.

**Procedures**:
1. Distribute record and worksheet. Students can work individually or in groups.
2. Students report back the information gathered from the record and research in secondary sources.

**Extended Activities**:

a. Create a play or video on the life and death of John Brown.

b. Write a Special Edition of a North Elba newspaper depicting the life, death and burial of John Brown. Include some of his obituaries from the worksheet.

c. Relate the execution of John Brown to the debate over capital punishment today. Taking into account the crimes of which he was convicted, his age, his prior use of violence, and the impact of his crimes upon his victims and society, is it likely he would he have been executed today?

NAME: _____

# JOHN BROWN'S BODY

1. In what year was this mortality schedule written? _____

2. Where was it recorded? State? _____ County? _____

3. What caused the death of the following people?

   1. Martha Brown _____ Age _____

   2. Olive Brown _____ Age _____

   3. John Brown _____ Age _____

   4. William Tompson _____ Age _____

4. Using a biographical dictionary or other secondary resources, record as much information as you can find about John Brown and his family. Pay special attention to the events leading to his death.

5a. Define **martyr:**

5b. The following statement was made by the American philosopher Ralph Waldo Emerson. "Brown would make the gallows as glorious as a cross." What does this mean in modern language?

5c. Using the information you gathered, suggest reasons why people like Emerson felt that John Brown was a **martyr.**

5d. Suggest reasons why other abolitionists might have considered John Brown part of a violent radical fringe.

6. What is your assessment of John Brown?

CHOOSE ONE OF THE FOLLOWING:

1. Modeled after obituaries in current newspapers, create an obituary for John Brown.

2. As the Union soldiers marched to war, they sang "John Brown's Body." Analyze the impact this song may have had. "John Brown's Body lies a-mouldering in the grave, His soul goes marching on."

Page No. 477

**SCHEDULE 3.—Persons who Died during the Year ending 1st June, 1860, in** North Elba **in the County of** Essex **State of** New York **, enumerated by me,** John Brown **Ass't Marshal.**

| NAME OF EVERY PERSON WHO DIED during the year ending 1st June, 1860, whose usual place of abode at the time of death was in this family. | DESCRIPTION. Age. | Sex. | Color (White, black, or mulatto) | Free or slave. | Married or widowed. | PLACE OF BIRTH, Naming the State, Territory, or Country | THE MONTH in which the person died. | PROFESSION, OCCUPATION, OR TRADE. | DISEASE OR CAUSE OF DEATH. | NUMBER OF DAYS ILL. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 Martha Brown | 17 | f | | | | Ohio | March | | Child Bed | 1 |
| 2 Ellen Brown | 3 | f | | | | " | " | | Worms | 3 |
| 3 John Brown | 61 | m | | | 1 | Conn | Elba | | Injury | |
| 4 Watson Brown | 21 | m | | | | " | | | | |
| 5 Oliver Brown | 19 | m | | | | | | | | |
| 6 William Thompson | 26 | m | | | 1 | Vt | | | | |
| 7 Jonathan Thompson | 21 | m | | | | Vt | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 16 | | | | | | | | | | |
| 17 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| 19 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 21 | | | | | | | | | | |
| 22 | | | | | | | | | | |
| 23 | | | | | | | | | | |
| 24 | | | | | | | | | | |
| 25 | | | | | | | | | | |
| 26 | | | | | | | | | | |
| 27 | | | | | | | | | | |
| 28 | | | | | | | | | | |
| 29 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 31 | | | | | | | | | | |
| 32 | | | | | | | | | | |
| 33 | | | | | | | | | | |
| 34 | | | | | | | | | | |
| 35 | | | | | | | | | | |

Examined

Essex County ss. John Brown being duly sworn saith that Schedule No 3. contains the whole number of deaths to the best of his knowledge & belief

John Brown

Subscribed & sworn to before me this 2nd day of August 1860

Jno. Brown
Asst Marshal

| Total number of deaths | No. of white males | No. of black males | No. of mulatto males | Total male slaves | No. of married |
|---|---|---|---|---|---|
| | No. of white females | No. of black females | No. of mulatto females | Total female slaves | No. of widowed |

REMARKS:



BEST COPY AVAILABLE

# Civil War Broadside

Civil War recruitment broadsides can be found in many historical societies. This particular one originated in Lockport, N.Y., and is from the New York State Archives. After the initial patriotic rush to fight in the war subsided, men were drafted and bounties paid to volunteers. Some draftees paid money to others who would serve as substitutes in the military. Such information can be found on the muster rolls of the various regiments. Muster rolls may be found in the records held by local historians and a comprehensive collection is housed at the New York State Archives in Albany. To locate a specific veteran the researcher needs to know the veteran's name and regiment number.

### Explanation of Key Terms and Words:

broadside - large sheet printed on one side only; poster

bounty - money offered by the United States government to encourage enlistment in the Civil War

### Suggested Lessons:

**Activity:**

**Disciplines:** Social Studies

**Grade Levels:** 4-12

**Time Frame:** one class period

**Materials Needed:**
- Civil War broadside
- Pamphlets from military recruiting offices or Guidance Department at your school

**Learning Objectives:** Students will:

1. Gather information from an historical record.
2. Define bounty, inducement.
3. Compare recruiting enlistment techniques from the Civil War to those used today.

**Procedures**:

1. Distribute copies of the Civil War broadside and discuss the following questions with the class.
   a. What inducements does the broadside offer its volunteers?
   b. Suggest reasons these inducements might be needed.
   c. How much does each volunteer get upon enlistment and the fulfillment of his three-year term?
   d. Where was this broadside distributed?
   e. Why would African-American men want to volunteer?

2. Distribute recruiting material from today's military. Compare and contrast persuasive techniques of the Civil War and modern eras.

**Extended Activities:**

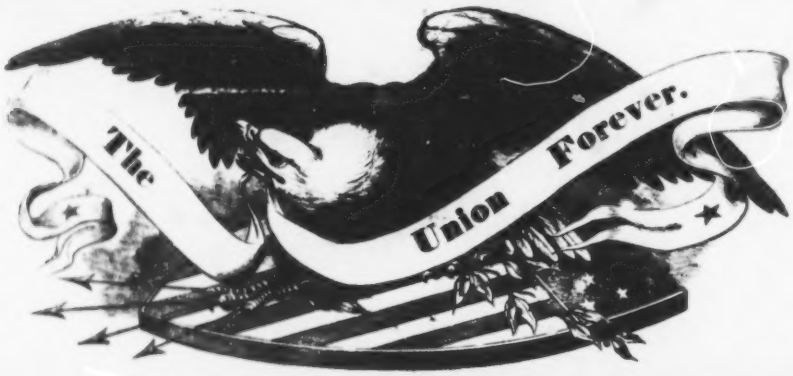
1. Ask students to design their own broadsides based on their knowledge of a war from American history.

2. Examine the ways in which men from a community entered the service in the Civil War by researching regimental muster rolls.

3. Show the movie "Glory" to the class.

4. Compare the incentives to Civil War Soldiers with that of Revolutionary War Veterans such as Isaac Samson and Hanyost Tewahongarahken (page 31).

# GREAT INDUCEMENTS FOR




# VOLUNTEERS

## IN U. S. SERVICE !

| | |
|---|---|
| Cash Down on Examination - - - - - - - - | $238 |
| Ballance U. S. Bounty payable on Discharge, - - - - | 75 |
| State Bonty, Payable Monthly, - - - - - - | 216 |
| U. S. Monthly Pay, $13 per month, making for three years, | 468 |
| Besides Clothing and rations | 8967 |
| Veterans receive in addition $200, making - - | $1,167 |

## APPLY TO

# JAMES W. REED

At office over No. 57 Main Street, Lockport, N. Y.

Special Inducements to Colored Volunteers in way of Bounties, Full U. S. pay, &c., for service in another State.

☞ APPLY AS ABOVE.

BEST COPY AVAILABLE

# Photograph -- General Ely S. Parker with General Grant

This photograph was taken by Matthew Brady who became famous for his photographic record of the Civil War. Brady himself was born in Warren County, New York. This photograph, courtesy of the Buffalo and Erie County Historical Society, shows General Ulysses S. Grant (standing center) with his military secretary General Ely Parker, a Tonawanda Seneca sachem (seated on far right). Upon orders from Grant, Parker drew up the surrender papers that General Robert E. Lee signed at Appomattox. Parker later became the first Native American to be appointed as United States Commissioner of Indian Affairs.

### Explanation of Key Terms and Words:

The Tonawanda Seneca are part of the Haudenosaunee (Iroquois Confederacy). Many Iroquois distinguished themselves in the Civil War as in other wars including the War of 1812, World War I & II, the War in Vietnam, and Desert Storm. Perhaps as many as 600 Iroquois from New York, Wisconsin, Indian Territory, and Canada served in the Union army and navy.

### Suggested Lessons:

**Activity One:**

**Disciplines:** Social Studies

**Grade Levels:** 5-12

**Time Frame:** one class period

**Materials Needed:**
- Photograph
- Worksheet

**Learning Objectives:** Students will:

1. Understand the contributions made by Native Americans during the Civil War.

2. Systematically analyze a photograph to gather data.

3. Make inferences from photographic data.

**Procedures:** 1. Distribute photograph and worksheet. Identify General Parker as a Tonawanda Seneca sachem and point him out in the photo.

2. Assign the worksheet. Ask students to share with the class what they have observed.

**Activity Two:**

**Disciplines:** Social Studies, Language Arts, Photography

**Grade Levels:** 5-12

**Time Frame:** 2-3 class periods

**Materials Needed:**
- Photograph
- Reference materials

**Learning Objectives:** Students will:

1. Research contributions of General Parker and other Native Americans to the Civil War and present the information gathered.

2. Locate other copies of Matthew Brady photographs and create a visual display.

**Procedure**: 1. Direct all students to analyze the photograph and complete the worksheet.

2. Instruct students to chose one of the following activities:
   a. Research the life of Matthew Brady. Locate other Matthew Brady Civil War photos and analyze them in a manner similar to the process on the worksheet. Display and explain the photographs to the class.
   b. Research the role of Native Americans in the Civil War. Create a display of the information found. Locate names of individuals or tribal groups who fought, why they chose to take sides, which side they chose and what happened to them during and after the war.
   c. Compare the role of Native Americans in the Civil War with their role in the American Revolution; some, including the Oneidas, Tuscaroras and Stockbridge, served on the American side.

NAME _____

# ANALYZING A PHOTOGRAPH

*Developed by Education Branch, National Archives*

STEP 1. OBSERVATION

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants (four parts) and study each section to see what new details become visible.

B. Use the chart below to list people, objects and activities in the photograph.

| *PEOPLE* | *OBJECTS* | *ACTIVITIES* |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer (conclude) from this photograph.

1. _____
2. _____
3. _____

STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

_____

B. Where could you find answers to them?

_____

BEST COPY AVAILABLE

# Beers Map, Hempstead, Nassau County, 1873

In the 1860s and 1870s, F. W. Beers and Associates mapped a major portion of New York State. These maps were prepared for the county, town, city, and village levels. This collection of maps include names of property owners, streets, and bodies of water. Similar maps are found in the *New Century Atlases* (circa 1904). Beers' maps are found in most County Clerk's offices, historical societies and libraries. This map is courtesy of the Freeport Historical Museum, Freeport. The New York State Historical Association in Cooperstown and the New York State Library in Albany have the most comprehensive collection of these historical maps.

### Explanation of Key Terms and Words:

Gunter's or Surveyors' Chain Measure:

link - 7.92 inches

rod - a measure of length that contains 5 1/2 yards (16 1/2 feet); also called a pole or perch

chain - 100 links equals 4 rods or 66 feet

### Suggested Lessons:

**Activity One:**

**Disciplines:** Social Studies

**Grade Levels:** 4-8

**Time Frame:** one class period

**Materials Needed:**

- Beers map of your locality
- Modern map - check municipality offices for copies
- Page magnifier
- Worksheet

**Learning Objectives:** Students will:

1. Compare and contrast information on historical and current maps.
2. Trace the growth of their community.

**Procedures:**

1. Divide students into cooperative groups. Give out historical maps, current maps, and worksheets.
2. Ask students to share what they have discovered about the community by analyzing the maps.

**Activity Two:**

**Disciplines:** Interdisciplinary - including social studies, language arts, mathematics, art

**Grade Levels:** 4-12

**Time Frame:** 2-3 class periods

**Materials Needed:**

- Historical and current map
- Page magnifier
- Page(s) from the 1875 New York State Census for the area shown on the map from the County Clerk's office
- Camera and film
- Transparency overlays and overhead projector
- Calculator

**Learning Objectives:** Students will (depending on activity chosen):

1. Map the growth of their community over the past 100 plus years.
2. Integrate information from the Census of 1875 with the historical map.
3. Create a photographic display showing the development of their community during the time period represented by the two maps.
4. Compare and calculate scales used on the historical and current maps.

**Procedures:**

1. Divide students into groups. Ask students to select one of the following activities depending on their area of interest:

a. Follow the route of the census taker in 1875 by locating the properties of those named on the historical map. Highlight these on a copy of the map. From the occupations listed on the census, describe what the community might have been like over 100 years ago.

b. Choose a section of the historical map to enlarge on an overhead projector. On a transparency identify the existing buildings by using a red marker. Overlay another transparency and add the buildings in blue marker that currently exist in the same area. Illustrate the changes by demonstrating the results to the class.

c. Locate the scale on both historical and current maps. Select a distance between two points of interest on the map and convert from the Gunter scale (rods, chains, links) to the U. S. Customary Scale (feet, yards, miles) used today . Also, try converting to the Metric Scale!

**Extended Activities:** 1. Encourage students to take a photo expedition into the community to photograph historical and modern structures. They should label each photo, attach it to the appropriate location on the historical map, and exhibit in a prominent location.

NAME _____

# HISTORICAL MAPS

Directions: Answer the following questions by analyzing the historical map of your community and comparing it to a modern day map.

ABOUT THE HISTORICAL MAP.

1. In what year was this map drawn? _____

2. Locate and identify the scale on the map. _____

_____

3. What kind of information do you find on the old map?

_____

4. Do you recognize any names on the map? Which ones? Why?

_____

ABOUT THE MODERN MAP.

1. In what year was this map drawn? _____

2. Locate and identify the scale on the map.

_____

3. What kind of information do you find on the modern map?

_____

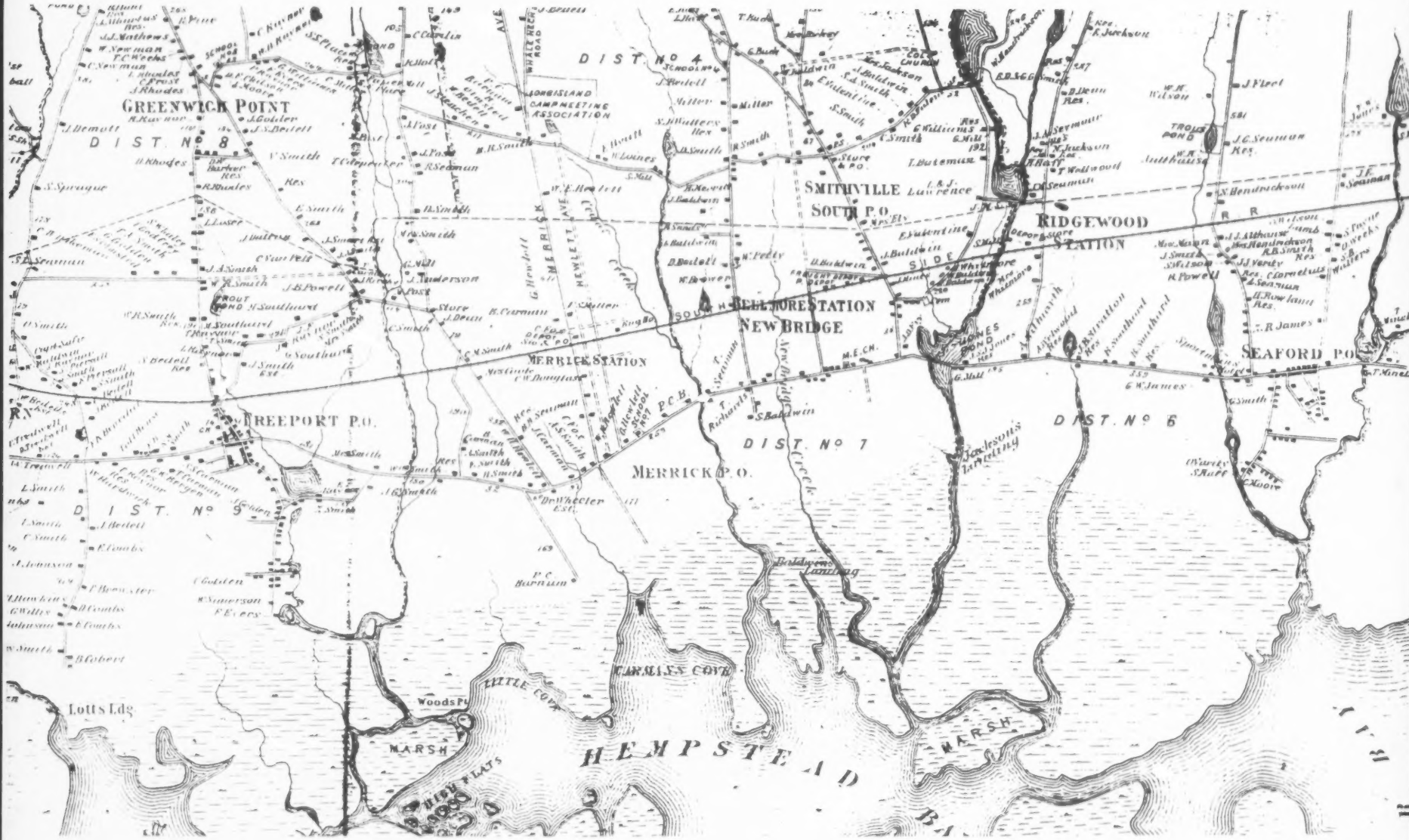
_____

COMPARING THE MAPS.

1. How are the historical and modern maps alike?

2. How are they different?

3. What have you discovered about your community by comparing the two maps?




89

90

BEST COPY AVAILABLE

# Petition From Elizabeth Cady Stanton and Susan B. Anthony to the House of Representatives

This petitioning letter, dated January 1874, reflects the frustrations felt by both Stanton and Anthony after years of working for the abolition of slavery and witnessing how Congress paved the way for the Negro male to vote with little regard for the rights of females of either race. Having founded the National Women's Suffrage Association in 1869, this letter was most likely written by them as leaders of this organization. In 1878, Stanton persuaded Senator Sargent of California to sponsor a Women's Suffrage amendment. It was reintroduced every year until 1919 when the 19th amendment was finally on the path to ratification. Neither woman lived long enough to see their lifelong dream realized. This document was found in the legislative records of the National Archives.

### Explanation of Key Terms and Words:

Elizabeth Cady Stanton (1815 - 1902) - born in Johnstown, N.Y., and graduated from the Troy Female Seminary (now Emma Willard School) in Troy, N.Y. In 1848, she organized the first women's rights convention in Seneca Falls, N.Y., and was instrumental in writing the "Declaration of Rights and Sentiments."

Susan B. Anthony (1820 - 1906) - born in Adams, Mass., of a Quaker family and formed the Women's State Temperance Society of New York after she was not allowed to speak at a temperance convention in Albany, N.Y., because she was a woman. In 1872, she voted in a presidential election, was arrested, tried, found guilty, and fined $100, which she never paid.

suffrage - the right to vote

### Suggested Lessons:

**Activity One:**

**Disciplines:** Social Studies, Language Arts

**Grade Levels:** 7-12

**Time Frame:** two class periods

**Materials Needed:**
- Letter from Stanton and Anthony
- Reference materials
- Names and addresses of legislators – Federal and/or state

**Learning Objectives:** Students will:

1. Define social reformer, suffrage, amendment, civil disobedience.
2. Evaluate methods of protest and their consequences.
3. Write a persuasive letter to a legislator on a topic of interest to students.

**Procedures:**

1. Ask students to research the lives of both Elizabeth Cady Stanton and Susan B. Anthony.
2. Distribute the letter to the House of Representatives from Stanton and Anthony. Read aloud. Discuss the following questions with the class:
   a. How did participation in other reform movements such as the abolition of slavery and temperance influence ideas and methods of those seeking women's suffrage?
   b. What methods of protest did the leaders of these movements use? What were the results of each method?
   c. What is civil disobedience? What is the purpose of this type of action? Give an example of civil disobedience committed by Susan B. Anthony. What was the effect of her actions?
3. Instruct each student to identify a modern issue about which he/she has strong feelings. Students who select similar topics should work together in a group. Brainstorm ways to have your opinions heard and the effectiveness of each method. Research the names of any organizations that might champion your cause and provide information.
4. Instruct students, individually or in their group, to write a letter expressing their ideas and opinions on the topic they have selected and mail the letter to an appropriate legislator. Make certain students use proper salutations.
5. Collect and display any responses.

To the House of Representatives of the United States.

The undersigned respectfully ask:

That Congress will extend to women the same protection, that colored men now enjoy, in the exercise of their right to vote: as the United States Constitution as it is, with all its recent amendments, & laws to enforce them, does not in the opinion of Supreme Court Judges, guarantee such protection in the several states. we demand of Congress further legislation that shall forever secure to women their civil, & political rights.

Elizabeth Cady Stanton.

Susan B. Anthony

BEST COPY AVAILABLE

# Photograph – Theodore Roosevelt

This photograph of Theodore Roosevelt, circa 1885, is from the records of the New York State Archives. The State Archives has a collection of photographs that were compiled by the State Education Department's Division of Visual Instruction for use as instructional aids in the public school curriculum. More than 20,000 unique images, dating from 1856-1939, document people, places, buildings, activities, and works of art in New York and around the world. The photographs were reproduced in the form of lantern slides for use in the classroom. A lantern slide is a positive photographic transparency presented between two 3 1/4" by 4" glass plates and projected onto a screen by means of a "Magic Lantern" projector. The photographs document one of the earliest uses of audiovisual techniques for classroom instruction. Thousands of slides were produced by the Division of Visual Instruction, and sets of slides were loaned to schools throughout the State from 1886-1939.

**Suggested Lesson:**

**Disciplines:** Social Studies, Language Arts

**Grade Levels:** 5-8

**Time Frame:** three class periods

**Materials Needed:**

- Photograph of Theodore Roosevelt
- Reference materials
- Worksheet "Analyzing a Photograph" (page 72 of this book)

**Learning Objectives:** Students will:

1. Understand how visual images contribute to our interpretation of people, places, and events.
2. Systematically analyze a photograph to gather data.
3. Make inferences from photographic data.
4. Research the subject of the photograph to verify inferences.

**Procedures:**

1. Distribute the photograph to students or project it as a transparency on a screen.

2. Assign the "Analyzing a Photograph" worksheet. Ask students to list clues in the picture that suggest when it was taken, where it might have been taken, and what is going on.

3. Provide students with some introductory information about Teddy Roosevelt.

4. Instruct students to brainstorm the qualities they believe Teddy Roosevelt possessed from analyzing the photograph. Make a list on large paper to save and display in the classroom.

5. Direct students in groups to research the life of Teddy Roosevelt. Each group is to research a different time period and report its findings to the class.

   Early Years 1858 - 1879

   New York Politics

   Rough Riders and Spanish-American War

   National Politics - First Presidential Administration

   National Politics - Second Administration

   Later Years 1909 - 1919

6. After reports are shared, have students return to the original list of attributes they developed from analyzing the photograph. How many of these qualities were verified by their research? Direct students to refer to specific events in Roosevelt's life to support their conclusions.

**Extended Activity:** Locate other photographs of notable historical figures, places, or events and repeat the activity.

BEST COPY AVAILABLE

# 1892 Albany City Census

Since the New York State Census was scheduled to be taken every 10 years on the years ending in five (1845, 1855, 1865..) and the Federal Census on the years ending in zero, (1840, 1850, 1860...), the origins of the 1892 New York State Census remain some what of a mystery. Archivists at the New York State Archives speculate that prior to the 1894 state Constitutional Convention there was a need for an accurate population count to determine election districts and wards in New York. The 1892 census contains less information on each family than other censuses, but does contain a great deal of data on occupations and immigration patterns. This record is courtesy of the Albany County Hall of Records.

**Explanation of Key Terms and Words:**

Categories listed on census: NAME, MALE OR FEMALE, AGE, COLOR, IN WHAT COUNTRY BORN, CITIZEN OR ALIEN, OCCUPATION

**Suggested Lessons:**

**Activity One:**

**Disciplines:** Language Arts, Social Studies

**Grade Levels:** 4-6

**Time Frame:** five days

**Materials Needed:**
- 1892 Albany Census or any other census of your area
- "Family Census Data" worksheet
- Large rolled butcher paper
- Markers

**Learning Objectives:** Students will:

1. Understand that there are many cultural, economic, and environmental changes that occur over a period of time.

2. Demonstrate the ability to gather, label, categorize, and analyze information from a census.

3. Create a modern class census modeled after an historical one.

4. Predict future changes in our lifestyles for the year 2092.

**Procedures:**

1. Distribute the 1892 census or other census you have located. Discuss the purpose of a census, the categories of information on the census, and any other pertinent data.

2. Ask for volunteers to complete the "Family Census Worksheet" with their parents or guardians using present day information.

3. Direct remainder of the students to create a "blown up" version of a census on butcher paper on which they will record the modern day information collected on the worksheets. Categories should be similar to the historical census.

4. The class will compare and contrast the information on the old census to the present day class census to determine what changes have occurred. Instruct students to draw conclusions about changes in the following categories:

   OCCUPATIONS IN GENERAL
   OCCUPATIONS OF WOMEN
   FIRST NAMES
   COUNTRIES OF ORIGIN
   NUMBER OF PERSONS IN HOUSEHOLD
   ANY OTHER CATEGORIES THEY WISH TO COMPARE

4. Instruct the students to create and complete a census form for one hundred years into the future. Discuss what changes there might be in the way we live or the way we count our population.

**Activity Two:**

**Disciplines:** Social Studies, Mathematics

**Grade Levels:** 7-12

**Time Frame:** one week

**Materials Needed:**

- Sample 1892 census
- Data from at least three local census records over time (20 - 30 years apart)
- Collaboration with County Clerk or librarian where census records are located either in hard copy or microfilm
- Computer program with graphing capabilities, optional

**Learning Objectives:** Students will:

1. Collect data from the same location over time and track immigration patterns.
2. Learn how to access census data from its repository.
3. Create graphs or charts of immigrant groups that settled in their area.

**Procedure:**

1. Prelesson teacher preparation:
   a. Identify the census records available in your local repository. Inquire if field trips are possible and the maximum number of researchers the repository can accommodate at one time.
   b. If your school has a microfilm reader, check to see if the repository will rent or sell copies of the microfilmed records you wish to use. If so, the students may do the research segment of this project at school.
2. Introduce the lesson with a number of sample census records, preferably from your area, from at least three different time periods and discuss their contents. (The records you use will depend on what is available in your local repository.)
3. Arrange field trips, if possible, to the County Clerk's Office or a repository where census records of your area are kept in hard copy or microfilm.
4. Instruct students to work in pairs and go to the repositories in very small numbers. Assign each group a particular geographical area and year to research. They are to keep a tally of all immigrants and the country they came from.
5. After the groups have completed their research, create a chart tracking the immigration patterns in your town or city. Use a computer graphing program, if available.
6. Ask students to generalize from the results on the chart:
   a. Was there a particular immigrant group that settled in your area?
   b. Was there a change from the mid 1800s to the beginning of the 1900s in the countries of origin?
   c. Did the number of immigrants rise or decline over the years?
7. Students can compare national immigration patterns in the past with those that occur today by contacting the Bureau of Immigration and Naturalization for modern statistics.

*(Lesson idea by Kim Christiansen, Virginia Congemi, and Mary Risch, Fourth Grade teachers, Green Meadow School, East Greenbush Central School.)*

NAME_____

# FAMILY CENSUS DATA

Explanation: This family census is being taken to compare information from a historical census with information from a present day census. "Family" is being defined as all those who share one household. This activity is voluntary.

1. List members of your household from oldest to youngest.

Name _____ Age _____ Occupation _____

Name _____ Age _____ Occupation _____

Name _____ Age _____ Occupation _____

Name _____ Age _____ Occupation _____

Name _____ Age _____ Occupation _____

Name _____ Age _____ Occupation _____

For additional members use the back of the worksheet.

2. Were any members of your household born in another country? If so, who and where were they born?

_____

3. Are any members of your household aliens (not citizens of the United States)? If so who are they?

_____

4. List any additional information you need to complete the class census.

_____

_____

_____

Page [illegible]

meration of the Inhabitants living in the Sixth Election District of the Fourth Ward of the City of

Albany, in the County of Albany, N. Y., on Feb. 16, 1892.

Thomas F. McHale Enumerator.

| NAME. | Sex | Age | Color | In What Country Born. | Time in U.S. | Occupation. |
|---|---|---|---|---|---|---|
| James Carlin | M | 21 | | Ireland | A | Waiter |
| Thomas Monohue | " | 24 | | U. S. | 6 | Cook |
| Frank Unger | " | 23 | | Germany | | Waiter |
| Theodore Keller | " | 19 | | " | A | " |
| Merrick Taylor | " | 33 | | U. S | 6 | Clerk |
| George Stallenbeck | " | 23 | | " | " | Cook |
| Frank Fitzpatrick | " | 43 | | " | " | Clerk |
| John Daigneault | " | 31 | | Canada | " | " |
| Vitaline " | F | 29 | | " | " | |
| Eugene Senderville | M | 23 | | U. S. | " | Tailor |
| William Brazen | " | 31 | | Canada | " | Saloonkeeper |
| Salina Corbin | F | 69 | | " | | Nurse |
| George Reel | M | 49 | | U. S. | " | Carpenter |
| Mary " | F | 39 | | " | " | " |
| Eugene " | M | 21 | | " | " | Carpenter |
| Ambrose " | " | 14 | | " | " | " |
| Newton " | " | 5 | | " | " | " |
| [illegible] | " | 63 | | Ireland | " | Saloonkeeper |
| [illegible] | F | 43 | | " | " | " |
| [illegible] | M | 20 | | U. S. | " | Barkeeper |
| [illegible] | " | 34 | | " | " | " |
| [illegible] | F | 17 | | " | " | " |
| [illegible] | M | 39 | | " | " | Blacksmith |
| [illegible] | F | 33 | | " | " | " |
| [illegible] | M | 14 | | " | " | " |
| [illegible] | F | 2 | | " | " | " |
| [illegible] | " | 11 | | " | " | " |
| [illegible] | M | 40 | | Italy | " | Shoemaker |
| [illegible] | F | 40 | | " | " | " |
| [illegible] | M | 11 | | " | " | Musician |
| [illegible] | F | 43 | | " | " | " |
| [illegible] | M | 17 | | " | " | " |
| [illegible] | " | 8 | | U. S. | 6 | |
| [illegible] | F | 5 | | " | " | |
| [illegible] | M | 40 | | Italy | " | Merchant |
| [illegible] | " | 41 | | " | " | " |
| [illegible] | " | 40 | | " | " | Shoemaker |
| [illegible] | " | 14 | | Ireland | " | Tailor |
| [illegible] | F | 16 | | " | " | " |

| NAME. | Sex | Age | Color | In What Country Born. | Time in U.S. | Occupation. |
|---|---|---|---|---|---|---|
| Edward [illegible] | M | 21 | | U. S. | | Bookkeeper |
| Keller | " | 15 | | " | " | " |
| Emanuel Frank | M | 21 | | " | " | Upholsterer |
| Alice " | F | 20 | | " | " | " |
| William " | M | 17 | | " | " | " |
| Mabel " | F | 16 | | " | " | " |
| Sibonan Abrahams | M | 34 | | Germany | " | Tailor |
| Anna " | F | 22 | | Russia | " | " |
| Cora [illegible] | M | 21 | | Canada | " | Laborer |
| " " | " | 19 | | " | " | " |
| Minnie [illegible] | F | 21 | | U. S. | " | Laundress |
| Edward " | M | 16 | | " | " | " |
| Carrie " | F | 12 | | " | " | " |
| Lottie " | " | 10 | | " | " | " |
| Carrie Wells | " | 21 | | " | " | Bookkeeper |
| William [illegible] | M | 40 | | " | " | Clerk |
| Annie " | F | 40 | | " | " | " |
| Carrie " | " | 11 | | " | " | " |
| Joseph Donahoe | M | 21 | | Ireland | " | Butcher |
| Mary " | F | 40 | | " | " | " |
| William Waller | M | 23 | | U. S. | " | Cooper |
| George Waller | " | 20 | | " | " | Blacksmith |
| Catherine " | F | 21 | | " | " | " |
| Ellen Waller | " | 21 | | " | " | " |
| Catherine " | " | 16 | | " | " | " |
| Margaret " | " | 14 | | " | " | " |
| Lydia " | " | 12 | | " | " | " |
| William " | M | 7 | | " | " | " |
| George " | " | 3 | | " | " | " |
| Hattie " | F | 2 | | " | " | " |
| John H. Brown | M | 33 | | " | " | Waiter |
| Mary " | F | 33 | | " | " | " |
| Commodore Wyatt | M | 40 | | " | " | Carpenter |
| Theresa Wyatt | F | 30 | | " | " | " |
| Jessie Woods | " | 24 | | " | " | " |
| George " | M | 27 | | " | " | Laborer |
| Matthew Cahill | " | 26 | | Canada | " | Boilermaker |
| Margaret " | F | 20 | | " | " | " |
| Mary " | " | 24 | | " | " | " |
| John " | M | 30 | | U. S. | " | Clerk |

BEST COPY AVAILABLE

# Justice's Criminal Docket

The *Justice's Criminal Docket* is a record of court proceedings. These documents are located in the Town Hall of Schodack, New York. Other communities will have similar records that describe criminal activity and punishments. Court records reflect the times. As a result of prohibition in the 1920s, many cases revolve around the possession or sale of alcohol. During the depression of the 1930s, there was an increase in vagrancy. This lesson works best when students can analyze a number of criminal dockets.

### Explanation of Key Terms and Words:

Be aware that in many towns those named as defendants and charged with a crime may be ancestors of students in your class or prominent members of the community. You may want to blank out names before handing out the documents.

### Suggested Lesson:

**Disciplines:** Social Studies, Criminology

**Grade Levels:** 8-12

**Time Frame:** two class periods

**Materials Needed:**
- Criminal Dockets
- Access to local judge or lawyer

**Learning Objectives:** Students will:

1. Compare crime and punishment of 100 years ago and today.
2. Understand the changing interpretations of the 8th amendment.
3. Predict future crimes and punishments.

**Procedures:**

1. Students work in teams to answer the questions based on the "Justice's Criminal Docket" on the worksheet provided.

2. Invite the local town judge to the class to answer questions about modern justice. Have students formulate questions prior to the visit. Sample questions:
   - What crimes are committed most frequently in our community today?
   - What are the most common punishments for these crimes?
   - What "new" or alternative sentences are being tried in our community today?

*(Lesson idea by Nikki Carter-Piechnik, Social Studies teacher, East Greenbush Central School.)*

Name/ Group_____

# CRIME AND PUNISHMENT WORKSHEET

Directions: Answer the following questions by referring to the Justice's Criminal Dockets.

1. List the crimes included and the punishment given for each.

2. Are there any charges listed with which you are not familiar? (Try to find definitions in the dictionary.)

3. Which acts were crimes 100 years ago but are not crimes today?

4. Which part of the Constitution sets guidelines for fair punishment?

5. How has the phrase "cruel or unusual" been interpreted differently through the years?

6. Brainstorm in your team answers to the following questions:

a. What actions that are now labeled crimes might not be considered crimes 100 years from today?

b. Are there any common punishments today that might be viewed as harsh or inappropriate 100 years from now?

c. What new types of punishments might be designed in the future? (Describe a few punishments that might be used 100 years from today. Be inventive and practical.)

188

# JUSTICE'S CRIMINAL DOCKET.

IN SUMMARY PROCEEDINGS.

Before Silas Gargon Esq., Justice of the Peace,
Rensselaer County.

The People of the State of New York,
against
Silas W. Richmond

Charge: ~~Disorderly Person~~ Intoxication in a Public Place

Feb. 14th 1896 Complaint and affidavit on oath by George W Phifer Const complainant, in writing, subscribed by him

Feb. 13th 1897 Warrant ~~issued~~ to Arrested without Warrant ~~returned~~

.....189 ~~Adjourned~~

Defendant ~~committed for examination~~ Plead guilty.

.....189 Testimony taken on oath and witnesses' examination reduced to writing and subscribed

.....189 Name and place of residence of each witness examined in the presence of the defendant, respectively:

Feb 14th 1896 Determination order or judgment: Defendant convicted on his plea of guilty, of being a disorderly person. It is adjudged and determined that said Silas W Richmond be imprisoned at hard labor for the term of One hundred & Eighty days

BEST COPY AVAILABLE

# JUSTICE'S CRIMINAL DOCKET.

IN SUMMARY PROCEEDINGS.

Before Silas Gargon Esq., Justice of the Peace,
Rensselaer County.

The People of the State of New York,
against
John Remmerda

Charge: Juvenile delinquent under Sec. 291 Penal Code

March 24 1900 Complaint and affidavit on oath by Gilbert J Davenport complainant, in writing, subscribed by him

189 ~~Warrant~~ issued to Arrested without warrant returned deft. arraigned and informed as to his

189 Adjourned right to Counsel & time to obtain &c

~~Defendant committed for examination~~ his Custodian Jan Van de wal being present Dfendant plead guilty, as charged

189 Testimony taken on oath and witnesses' examination reduced to writing and subscribed

189 Name and place of residence of each witness examined in the presence of the defendant, respectively:

March 26th 1900 Determination order or judgment: That said John Remmerda having been convicted on his plea of guilty It is adjudged - That he be confined in the State Industrial School in the City of Rochester, New York, under the provisions of the statute relating thereto, and be committed to the custody of the Board of Managers of the said Industrial School, until discharged by due course of law, not to exceed the period of his minority

BEST COPY AVAILABLE

# 1902 Diary of Fannie Jane Roberts

This 1902 excerpt from Fannie Roberts' diary (1886-1967) provides a glimpse of rural life in Bloomville, Delaware County, from the perspective of a 16-year-old girl. Diaries provide valuable insight into the day to day life of individuals. Diaries are often found in historical societies, libraries, with municipal historians and in personal or family historical record collections. This excerpt from Fannie Roberts' diary is courtesy of Elva G. Meyer and the Delaware County Historical Association, Delhi, New York.

## Suggested Lesson:

**Disciplines:** Social Studies, Language Arts, Art, Music

**Grade Levels:** 4-8

**Time Frame:** two class periods

**Materials Needed:**
- Copy of Fannie's Diary
- Worksheet "Diaries"

**Learning Objectives:** Students will:

1. Gather information about rural life in 1902 from diary entries.
2. Compare and contrast daily life in 1902 to life today.
3. Write diary entries that reflect a young person's life today.

**Procedures**

1. Distribute a copy of Fannie's diary and a worksheet to each student.
2. Identify and define unfamiliar terminology.
3. Direct students to complete the worksheet by analyzing the entries from Fannie's diary.
4. Share information gathered during a class discussion.
5. Instruct students to begin writing their own diaries for the next five days. Have them include information about their daily lives much like Fannie did. If someone found their diary 100 years from now, what would they want to tell people of the future about a student's life today? Share, collect and keep in a school time capsule.

NAME_____

# DIARIES

Directions: Complete the following worksheet by gathering answers from "Fannie's Diary" of 1902.

1. Define **rural:**

_____

_____

2. What information leads you to believe that Fannie lives on a farm?

_____

_____

Fill in the following chart comparing Fannie's life with yours.

| | Alike | Different |
|---|---|---|
| School | | |
| Recreation | | |
| Chores | | |

Wednesday Nov 26 1902

I rode to school this morning with John Dampsett. It rained real hard today the water in our pond is up above my waist C. measured it with a stick.

Thursday Nov 27 1902.

Mama and I started to clean papas bed room. this afternoon papa spoke of going to the village & mama and I got ready and went as far as Aunt Addies for our Thanksgiving dinner we had chicken and the rest of the things comprising a thanksgiving dinner.

There is no school today or tomorrow either because Miss Peterson has gone home to eat her Thanksgiving dinner today and dont intend to come back untill Saturday or Sunday.

Friday Nov 28

We finished cleaning Papas bed-room today. I practetised about

1902

five hours today on my music lesson. I have my music lesson nearly learned.

× Saturday Nov 29 1902

I took my music lesson today had it very well over this I practised but a little over an hour on it The following is my next lesson.

1st page of Old Folks at Home.
1st page of On the Wave Waltz.
Hymn № 120 Where He Leads I'll Follow.
Chromatic scale in contrary motion.

I am just working on the piece Old Folks at Home. What time I don't must to practise my other pieces.

We bought the following things today.

| | |
|---|---|
| 1 yd. Indian Linen. | 15 |
| 2½ yds. gingham. | 15 |
| 1 pk. silver thorn. | 20 |



BEST COPY AVAILABLE

3 lb raisins 25-
½ lb barley 05-
½ lb rice 07
1 box of sage 10
1 small lamp chimney 05
1 basin 00-
1 pan 10
1 box of A.B.C. blocks for Esther Robinson
a Christmas present 10
1 book (Rock of Ages) for Mrs Robinson
a christmas present- 30
me ordered a Masonic pin as a
Christmas present for papa.
Got a letter from Jennie Hetherington
today.

Sunday Dec. did'nt go to church today.
Nov. 30 this afternoon mama and I
1902. went down to Mrs Deans I read
some in a book that Mrs Dean
has found some where but I don't

much if any idea where.

Monday I went to schoolwode down with a fellow
Dec 1 by the name of Perry Dean he had
1902 carried Mr D. L Palmer up as far as
our house and when he went back he
went out and rode down as far as
Uncle Emmetts with him. They are
going to butcher (hogs) today. and papa
is two just as we were ready to go
to school they brought out one of the
hogs. I did'nt see them stick the
hog but I saw it after it had got
up. Eugene Ivey and D Trowell
helped papa. They killed three.
Charlie and I began to make
our snow man today. we are going
to make it bigger so that we
can get inside. then we are going
to have steps in the snow so that
we can climb to the top of it.


BEST COPY AVAILABLE

# Report of Shop, Factory, Mill or Industrial Establishment

This record was created in response to the Public Health Laws of 1903. This law authorized the Health Department to survey industrial discharges and sewerage in an attempt to regulate output into the state's waterways. Industries discharging any waste material - chemical or human - were required to file a report and identify what they were putting into the rivers or streams. The Health Department tried to clean up the state's waters to curb epidemics, such as typhoid fever. This particular record from Gloversville is in the New York State Archives. Many more can be found at the State Archives that originated in other localities throughout New York.

### Explanation of Key Terms and Words:

Many chemical terms will be listed.

### Suggested Lessons:

**Activity One:**

**Disciplines:** Science, Health, Social Studies

**Grade Levels:** 5-12

**Time Frame:** one class period

**Materials Needed:**
- "Report of Shop, Factory, Mill or Industrial Establishment" record
- Worksheet
- Page magnifier

**Learning Objectives:** Students will:

1. Discover the sources of water pollution during the early days of industrialization.

2. Generalize the effects this type of pollution has on public health.

**Procedures:**

1. Divide the class into cooperative groups.
2. Have each group analyze the "Report of Shop, Factory, Mill or Industrial Establishment" and fill in the worksheet entitled "Public Health." The worksheet is generic to any similar record and can be completed individually or as a group.
3. Instruct students to share their paragraphs with the other groups to provide closure.

**Activity Two:**

**Disciplines:** Interdisciplinary Project - primarily involving the social studies, mathematics, science, health, and the arts

**Grade Levels:** 7-12

**Time Frame:** one to two weeks

**Materials Needed:**

- One or more of the "Reports of Shop, Factory or Mill" documents
- Reference materials
- Phone number of Health Departments - State and local

**Learning Objectives:** Students will:

1. Compare polluting factory discharges in 1903 to those allowed today.
2. Identify the effects of various chemicals on humans.
3. Research how disease was spread through waste in water.
4. Brainstorm ways to locate information about water pollution today.
5. Prepare effective oral and visual presentation to class.

**Procedures:**

1. Divide students into groups as follows. Assign students to groups based on their interest in the topic. All students must analyze the document(s) and list what was discharged into New York's waterways in 1903.
   - Group 1 researches the effects the chemicals listed in the document have on the human body.
   - Group 2 researches water-born communicable diseases and compares their frequency at the turn of the century with their frequency today.
   - Group 3 locates information on modern laws concerning industrial discharge into rivers and streams.
   - Group 4 investigates industries in its area to discover if they discharge waste into the water and how modern pollution laws affect them. Students may want to model their investigation on the historical record to maintain similar categories for comparison.
2. All groups prepare visual and oral presentations of the data they gathered.

Name or Group_____

# PUBLIC HEALTH

Directions: Answer the following questions by analyzing the "Report of Shop, Factory, Mill or Industrial Establishment" from Gloversville or one from your own area.

1. When was this report written? _____

2. To whom is it addressed? _____

3. What is the name of the company making the report? _____

_____

4. What does this company manufacture? _____

5. How many people (not including salaried officials) work in this mill? _____

6. From how many outlets is waste discharged into the waterway? _____

7. What does this mill discharge into the river or stream from the outlets?

_____

_____

_____

8. Into what waterway does this mill discharge waste? _____

9. Write a paragraph suggesting how this situation affected public health at that time and why this needed reforming.

_____

_____

_____

_____

89

DANIEL LEWIS, M. D.
COMMISSIONER

NEW YORK
STATE DEPARTMENT OF HEALTH
ALBANY

**Report of Shop, Factory, Mill or Industrial Establishment**

Made in Accordance with Section 79 (a) of the Public Health Law as Amended by Chapter 468 of the Laws of 1903

Gloversville, N. Y., July 17 1903

*To the State Commissioner of Health*
*Albany, N. Y.*

SIR:—

The undersigned hereby certifies that he is the Vice President of the Gloversville (Proprietor or Member of Firm owning, President or Secretary of Corporation owning) Knitting Co Mill (Shop, Factory, Mill or Industrial Establishment) known as Gloversville Knitting Co Mill (Name of Establishment)

situated on Bleecker Street, in the City (Village, City, Town) of Gloversville

Fulton, County, N. Y.

Also that the said Mill (Shop, Factory, etc.) was on the 7th day of May, 1903, engaged in the Manufacture (Manufacture, Production or Preparation) of Knit Gloves, Mittens & Lining

employing or using Wool, Cotton and wool & Cotton waste (Give general statement of method, process, or system used for each line of manufacture carried on)

Carding, Spinning, Scouring, Knitting and Coloring yarns, pure wool stock

Also that the following information, data and statistics are correctly stated for this establishment for the date of May 7th, 1903.

Form 44



BEST COPY AVAILABLE

## SHOP OR FACTORY REPORT: No. 2

No. of Employees, not including salaried officials:

Men . . . . . 82

Women . . . . . 69

Children under 16 years of age . . . . . 7

Character and Quantity of each kind of Output or Product per Day, Month or Year Glove Mitts & Linings 4 cords per day

No. of Outlets for Discharge of Refuse or Waste Matter into any Stream, Watercourse or Waters in the State . . . one

State for each of the above outlets the following:

Outlet No. (1)

City, Village, Town and County within which the Refuse enters a Stream, Watercourse or Waters Cayadutta Creek City of Gloversville

Name of Stream, Watercourse or Waters Receiving Refuse Cayadutta Creek

General Character and Composition of the Refuse Discharged Dye per Month 750 lbs Extract 5 bbl Salt 700 lbs Muriate 100 lbs Glauber Salt 700 Carbonate 1700 Alkali 2300 lbs Soap 138 lbs Ammonia 42 lbs Caustic Potash 12 lbs Sal Soda 46 " Bi Cromate Potash 25 lbs Oxalic Acid

Amount of such Refuse or Waste Matter Discharged from this Outlet when Operated under the Conditions reported above, about 20,000 gal per day

No. of Employees using Water closets or Urinals emptying into this Outlet 158

Outlet No. (2)

(Give data as above)

(Signed) Gloversville Knitting Co.
By E. F. Parkhurst V.P.

BEST COPY AVAILABLE

Received by the Board of Health of the City of Gloversville

on July 18 1903

Examined and certified as to correctness July 18 1903

W. H. Wood

*Pres. Board of Health of* Gloversville

Received by the State Department of Health 19

Approved 19

*State Commissioner of Health*

BEST COPY AVAILABLE
COPY AVAILABLE

# World War I Letter From Hamilton Fish, Jr.

This is one of a series of letters dated 1917-18 from Captain Hamilton Fish, Jr. to his father during World War I. Captain Fish was a white officer in charge of the 369th Colored Regiment known as the "Harlem Hellfighters," which saw action in the trenches of France. After the war, Hamilton Fish became a prominent United States Congressman. A copy of this censored letter and its transcription are courtesy of the Desmond-Fish Library in Garrison, N.Y. (the Fish records have been transfered to the New York State Library). The second page of the censored letter could not be located. A transcription is presented here to provide students with a complete letter.

### Explanation of Key Terms and Words:

Background Information on African-American Troops in World War I

The 369th was one of four African-American regiments that saw action during World War I. During the war, 400,000 African-American soldiers served. Of the 10,000 who went to battle, 475 were killed and 3,468 were wounded. The nickname of the 369th was the Harlem Hellfighters since most of the soldiers came from the New York City area. The soldiers experienced a great deal of racism in the United States while preparing for war. Eventually, they were sent to France and worked side by side with the French army. The regiment spent 191 days on the front lines - more than any other United States regiment. They never lost an inch of ground and were the first Allied regiment to reach the Rhine River. No member of the 369th was ever taken prisoner of war. Hamilton Fish, Jr. received a silver star in the battle of Meuse-Argonne. Due to the regiment's fine war record, a monument costing $30,000 was erected in France to commemorate their gallant service.

censored date = April 8, 1918

censored line in second paragraph = only American regiment

censored line in third paragraph (not very far) = about 15 miles

Boche - French slang for German

### Suggested Lessons:

**Activity:**

**Disciplines:** Social Studies

**Grade Levels:** 7-12

**Time Frame:** five class periods

**Materials Needed:**
- Hamilton Fish, Jr. letter
- Worksheet
- Secondary source information on World War I

**Learning Objectives:** Students will:

1. Know the causes, participants, methods of warfare, and result of World War I.
2. Describe how African Americans, segregated in separate regiments, helped the Allied cause during World War I.
3. Understand the reasons for censorship of letters from the front during war.
4. Gather data from a historical record and incorporate this data with secondary source information in the form of a report.

**Procedures:**
1. Distribute the Hamilton Fish letter and worksheet. Direct students to read the letter and complete the worksheet.
2. Share answers in a class discussion.
3. Instruct students, either individually or in groups, to gather as much information as possible from the letter on the following topics. Write a report on the topic by researching additional information from secondary reference sources or other documents.
   a. The Contribution of African-American troops in World War I
   b. Weapons of World War I
   c. Trench Warfare in World War I
   d. Attitudes and Actions on the Home Front
   e. Battles in France During World War I
   f. Censorship of Information During Wartime
   g. Casualties in World War I
4. Allow students time to report their findings to the class.

**Extended Activities:**
1. Ask students to research and share their findings about African-American military service in the American Revolution and the Civil War.
2. Instruct students to research and share the impact of World War I on the civil rights movement.
3. Ask students to study African-American military service in World War II and its relation to the integration of the armed forces.

*(Lesson idea and background information provided by Thomas Malcolm, St. Joseph's School, Croton Falls, NY.)*

NAME or GROUP_____

# A WORLD WAR I LETTER HOME

Directions: Complete the following worksheet by reading and analyzing the letter written by Captain Hamilton Fish, Jr.

1. To whom was Captain Fish writing this letter?

_____

2. Why do you think some parts of the letter are typed over with the letter "x" making it difficult to read?

_____

3. Why would a German be surprised if they took one of Fish's men prisoner?

_____

4. Why do you think the black regiment was led by a white officer?

_____

5. What military items have been given to the 369th black regiment from the French?

_____

6. The 369th colored regiment was formerly known as what regiment?

_____

_____

7. What are they sending back to Governor Whitman?

_____

_____

8. Why are the men of his regiment excellent at throwing hand grenades?

_____

_____

9. What does Hamilton Fish, Jr. expect of the people back home?

_____

_____

10. Why do you think so little is known about the success and bravery of these African -American troops in World War I?

_____

_____

BONUS:

Make up two more questions that can be answered by reading this letter. Record the question and answer below. Quiz the class when it is your turn.

1. _____

_____

2. _____

_____

From:
Capt. Hamilton Fish, Jr.
369th U. S. Infantry, A.E.F.
Postal Secteur No. 54.

Dear Father:

I hope you will forgive me for not writing oftener, but I am busy every moment getting my company ready for a tour of duty in the trenches. We expect to be ordered up in ten days and naturally there is a lot of polishing up to be done so that we can give a good account of ourselves on our introduction to the Boche. After all our wanderings and experiences, it is difficult to realize that we will be facing German bullets, and I hope taking German helmets before you get this letter. I understand helmets are the only things we are allowed to keep, and also to send home.

Our regiment is the most envied American regiment in France and has the greatest opportunity to make a wonderful record. We are with the French Army and have the incomparable advantage of the instruction and experience of the French. We are to all intents and purposes a part of the French Army and supplied by them with all of our rifles, bayonets, helmets, gas masks, knapsacks, food and ammunition. The men look splendidly in the American khaki uniform and French leather equipment and brown helmets. I wonder what the Germans will think when they take one of our boys prisoner and find that he cannot speak French, and comes from Harlem. I am a great believer in the fighting quality of the educated American Negro, provided he is well led. If the regiment does not make a splendid record, it will not be the fault of the men. I believe, if the censorship regulations were abolished, the 15th New York (now the 369th U. S. Infantry), would be as well known as the Rough Riders were in the Spanish American War, before peace is declared. We were the second New York Regiment over here, following closely on the old 69th, and I believe the first colored regiment to land in France. To-day we are the American Foreign Legion of France. We are sending back our old 15th New York Infantry flag to Gov. Whitman to be placed with the other old regimental flags in the State Capitol at Albany. It is quite appropriate that the flag should be returned to Gov. Whitman, as the regiment was organized during his administration and owes its success to his personal interest and efforts in its behalf.

We are billeted in a small village not very far from the front and are not bothered by German shells, but we can plainly hear the incessant rumble of the artillery. On clear nights the front looks like a Fourth of July celebration with rockets, flares and flashes of big guns. Most of the firing is now done at night time, because the artillery on both sides shell the lines of communication to prevent the bringing up of supplies and movements of troops. There are plenty of German aeroplanes hovering about, especially at night and there have been several air fights in the vicinity of our village. One of our battalions has already gone to the trenches. It was an interesting sight to see our troops march out of the little French village while our band played the Sombre and Meuse, the Marseillaise and our national anthem. There were no flowers and no good-byes, as our boys marched

BEST COPY AVAILABLE

COPY. 73

From:
Capt. Hamilton Fish, Jr.
369th U.S.Infantry, A.E.F.
Postal Secteur No.54.

April 8, 1918.

Dear Father:

I hope you will forgive me for not writing oftener but I am busy every momen getting my company ready for a tour of duty in the trenches. We expect to b ordered up in ten days and naturally there is a lot of polishing up to be do so that we can give a good account of ourselves on our introduction to the Boche. After all our wanderings and experiences, it is difficult to realize that we will be facing German bullets, and I hope taking German helmets before you get this letter. I understand helmets are the only things that we are allowed to keep, and also to send home.

Our regiment is the most envied American regiment in France and has the grea est opportunity to make a wonderful record. We are the only American regime with the French Army and have the incomparable advantage of the instruction and experience of the French. We are to all intents and purposes a part of French Army and supplied by them with all of our rifles, bayonets, helmets, gas masks, knapsacks, food and ammunition. The men look splendidly in the American khaki uniform and French leather equipment and brown helmets. I wonder what the Germans will think when they take one of our boys prisoner and find that he cannot speak French and comes from Harlem. I am a great believer in the fighting quality of the educated American Negro, provided he i well led. If the regiment does not make a splendid record, it will be the fault of the officers. I believe, if the censorship regulations were abolished, the 15th New York (now the 369th U. S. Infantry), would be so well known as the Rough Riders were in the Spanish-American War, before peace is declared. We were the second New York regiment over here, following closely on the old 69th, and I believe the first colored regiment to land in France. Today we are the American Foreign Legion of France. We are sending back our old 15th New York Infantry flag to Gov. Whitman to be placed with the other old regimental flags in the State Capitol at Albany. It is quite appropriat that the flag should be returned to Gov. Whitman, as the regiment was organized during his administration and owes its success to his personal interest and efforts in its behalf.

We are billeted in a small village about fifteen miles from the front and ar not bothered by German shells, but we can plainly hear the incessant rumble of the artillery. On clear nights the front looks like Fourth of July celebration with rockets, flares and flashes of big guns. Most of the firing is now done at night time, because the artillery on both sides shell the lin of communication to prevent the bringing up of supplies and movement of troo There are plenty of German aeroplanes hovering about, especially at night an there have been several air fights in the vicinity of our village. One of our battalions has already gone to the trenches. It was an interesting sigh to see our troops march out of the little French village while our band play our National anthem, the Sombre and Meuse, the Marseillaise. There were no flowers and no good-byes, as our boys marched out to give battle, but just the same, those of us who saw them go were greatly impressed by their martia appearance.

I have given up all attempts to figure on the duration of the war, as it is a waste of time. We know less about the German offensive than you do in

BEST COPY AVAILABLE

America, as we do not get the German bulletines and the Ally Communiques are closely censored. From all the last reports, the Germans have been checked in their attempt to take Amiens.

Please do not worry about my being hit, as it will not do either of us any good. There is no such thing as dodging a shell or a bullet, as the one that hits is never seen. It is a good deal a matter of luck or as the French say - "bonne chance". I am willing to take my chance with the rest of them.

We went through the throwing of hand grenades without an accident, although one man dropped his and had the pluck to pick it up again and throw it out of the trench. Our boys already excel the French at grenade throwing an account of their baseball training. The hand grenade is one of the most important features of the present war and has taken the place of the rifle to a large extent in trench warfare. Several of our men can throw dummy grenades seventy-five metres, which is ten metres further than any of the best French grenadiers. Grenade throwing for distance, accuracy and speed is the war sport of France and has taken the place of football and the other games.

H. R. is working in a French canteen less than twenty miles from here, and sent me a letter by one of our soldiers, who happened to pass by. I will try and go to see her soon. Recently the town she is living in was severely bombed by German aviators. These air raids are always carried out on clear nights and we can distinctly hear the machines pass over our darkened little village on their mission of destruction. About a week ago, a French Officer told me that a single bomb had fallen there and killed forty-two non-combatants who had taken supposed shelter in the cellar of a house.

We declared war just one year ago, and all reports indicate that the American nation is aroused and enthusistic for the prosecution of the war to victory. I am glad to hear that the nation has shaken off its shackles and destroyed the maggots of pacifieism which feed on its carcas and lulled us into fancied security. I am confident that the farmers - the back home folks, the plain people - whose sons are in khaki, will bend every energy and make every sacrifice to bring this terrible war to a quick and successful conclusion.

With love to all,

Your affectionate son,

HAMILTON.

BEST COPY AVAILABLE

# Flyer – Remember November 14

Fearful reaction in the United States to the communist revolution in Russia led to a period known as the "Red Scare." This document, located in the New York State Archives, was one of many collected by the New York State Joint Legislative Committee to Investigate Seditious Activities, established in 1919 and headed by Senator Clayton Lusk of Cortland County, to study radical organizations after World War I. For more than a year, the committee gathered an enormous body of information on suspected radical organizations by raiding organizations' offices, examining documents, and infiltrating meetings. Of the thousands arrested during this investigation, only a few were charged and a handful convicted or deported, since little incriminating material was found within the thousands of documents seized by the committee.

Open invitations, such as this flyer, also fueled the fire that led to the raids by U.S. Attorney General Palmer on communists, anarchists, and foreigners in general.

**Explantion of Key Terms and Words:**

Establishment of the Russian Soviet Republic - November 14, 1917

autocracy - rule by despot, monarch with absolute power

**Suggested Lesson:**

**Activity:**

**Disciplines:** Social Studies, Art, Computer

**Grade Levels:** 8-12

**Time Frame:** one class period

**Materials Needed:**

- "Remember November 14" flyer
- World History text or other secondary source
- Art supplies

**Learning Objectives:** Students will:

1. Define autocracy, communist revolution, Red Scare.
2. Understand the existence of a Communist Party in the United States.
3. Create a flyer expressing the opposing view.

**Procedures:**

1. Assign a chapter on the Russian Revolution before beginning this lesson.
2. Distribute the "Remember November 14" flyer. Seek responses to the following questions:
   a. What event occurred on November 14th two years before the flyer was published? In what year was the flyer created?
   b. What is an autocracy? What autocracy was overthrown?
   c. This flyer is an invitation. Who is being invited to the celebration? Where is the celebration being held? Who is sponsoring the event?
   d. Why would the United States government allow the Communist Party of America to exist and openly advertise its ideas and events?
   e. Why might people in the United States fear this type of activity? Why was this called the Red Scare?
   f. What types of action were taken by the Federal and state governments to fight communism?
3. Ask students to create a flyer expressing the opposite viewpoint. This can be created by hand using poster material or done with the help of a computer graphics or desktop publishing program.

**Extended Activity:**

1. Instruct students to compose a scene from a Lusk Committee meeting in which the people who organized and/or attended the rally advertised in the flyer are charged, interrogated, and judged.

# Remember November 14

## The Second Anniversary of the Establishment of the RUSSIAN SOVIET REPUBLIC

Help us celebrate the overthrow of the greatest autocracy in the world.

No worker should fail to attend the greatest of all CELEBRATIONS, which will be held under the auspices of the COMMUNIST PARTY of AMERICA, 6th A. D. on FRIDAY EVE. NOV. 14th 1919 at LENOX ASSEMBLY ROOMS 254 EAST 2nd STREET

ROSE PASTOR STOKES and others will be there to address you, A Musical Program has been arranged.

Come and show by your presence that you are with our RUSSIAN COMRADES in the fight against INTERNATIONAL CAPITALISM.

Make sure you get your tickets in advance at the Headquarters of the COMMUNIST PARTY of AMERICA, 6th A. D. at 604 East 9th St.

BEST COPY AVAILABLE

# Annual Report of the M.C. Lawton Club

The following notes describe a February 10, 1928, recital given by Countee Cullen in Albany. They are part of the annual report of the M.C. Lawton Civic and Cultural Club sent to the Empire State Federation of Women's Clubs, a statewide African-American women's organization of which the Lawton Club is a member. The entire report gives a good example of the variety of activities this particular organization was involved in including aid to needy families, the investigation of the City's treatment of African Americans, and improving the deplorable housing conditions in which many of them lived. The following excerpt demonstrates how the M.C. Lawton Club presented positive examples of African-American achievements through its speakers program. This report is part of the records of the Albany M. C. Lawton Civic and Cultural Club located in the Special Collections and Archives at the State University of New York, Albany.

### Explanation of Key Terms and Words:

**Mrs. Maria C. Lawton** (b.1864) - A graduate of Howard University and president of the Empire State Federation of Women's Clubs, Incorporated for 10 years. She was a newspaper reporter, orator, political leader, and namesake to Empire State Federation of Women's Clubs affiliate clubs located throughout New York State.

**M.C. Lawton Club** - an African-American women's club founded in 1919 with the goal of "community service, educational advancement, race relations and self-advancement." Its membership included many of the most prominent African-American women in Albany. In the 1920s and 1930s, the organization was an active campaigner for improved social conditions for African Americans. In later years, this mission was largely taken over by the NAACP. The M. C. Lawton Club now largely focuses on fund-raising and cultural education.

**Countee Cullen** - an African-American poet born in 1903. He received his Bachelor's degree from New York University in 1925 and Master's from Harvard in 1926. Through his poetry, he protested against violations of African-American dignity and rights. Cullen typified the spirit of the Harlem Renaissance in the 1920s. In the 1930s, he served as a creative writing teacher at Frederick Douglass Junior High School in New York City. He died in January 1946.

### Suggested Lesson:

**Disciplines:** Social Studies, Language Arts

**Grade Levels:** 8-12

**Time Frame:** three to four class periods

**Materials Needed**:
- Notes from the February 10, 1928, M.C. Lawton Club meeting
- Reference materials on the Harlem Renaissance

**Learning Objectives**: Students will:

1. Research African-American artists associated with the Harlem Renaissance.
2. Locate examples of Countee Cullen's poetry and relate the topics of his poems to the events of the 1920s and 1930s.
3. Create poems or other creative work reflecting the time in which we live.

**Procedures**:

1. Distribute copies of the M.C. Lawton Club notes. Provide students with some background concerning the club.
2. Discuss the following questions:
   a. Where was this recital to take place?
   b. When did it occur?
   c. What made this event unique?
   d. Describe the audience.
   e. How much was admission?
   f. How much did the club make from the event?
3. Direct students to locate names of famous African-American writers, poets, painters, and other artists who became famous during the Harlem Renaissance.
4. Assign a different artist of the Harlem Renaissance to each group of 3 or 4 students in the class. Each member of the group should model a piece of art work in the style of the artist. The group should research biographical and critical information. Groups may select from a variety of performance or presentation methods to share their findings.

**Extended Activity:**

1. List civic clubs that exist in your community. Find out the purpose of each group, its activities, and membership. Compare and contrast the activities of the M.C.Lawton Club with one of these contemporary civic groups.
2. Investigate the role of religious organizations in supporting African-American artists and in the civil rights movement.

PRESIDENT
MRS. GEORGIE LEWIS
91 SECOND STREET

SECRETARY
MRS. DAISY JACKSON
64 HIGH STREET

# M. C. LAWTON CLUB

## ALBANY, N. Y.

On Feb. 10, 1928 a recital by Countee Cullen, Negro poet was given in Morning Star Baptist Church. The Church was filled to its capacity, with at least one-third white people. A general admission of 75¢ was charged, students being admitted for 50 cents. Mr. Cullen spoke upon modern Negro writers, reciting not only from his own works but from other contemporary writers. The affair was not only a financial success, eighty dollars being realized, but an artistic and to be educational as well. It was the first since the time of Booker T. Washington that a highly talented and nationally known Negro has spoken to a mixed audience in Albany. That the visit of Mr. Cullen was not only very enlightening but quite inspirational to all, is testified by a letter received by this dept. from one Rose Weinberg a student of Russell Sage College Troy N.Y. Miss Weinberg expressed her appreciation of Mr.

# Annual Report of The Bank of Manhattan Trust Company

In 1799, the State Legislature established in law the creation of The Manhattan Company. The law mandated that The Manhattan Company, a private corporation, provide "pure and wholesome" water to the residents of the City of New York. Shortly after its creation, the company's board of directors realized that they did not need all of the company's capital to maintain the City's water system. The directors of the corporation decided to establish an office of "discount and deposit" called Bank of the Manhattan Company. Over the years this bank evolved into The Bank of Manhattan Trust Company and ultimately emerged as The Chase Manhattan Bank. This Statement of Conditions of The Bank of Manhattan Trust Company is from the company's 1929 annual report. This record is courtesy of The Chase Manhattan Bank Archives. In addition to a listing of assets and liabilities, the annual report names members of the Board of Directors and includes a map of New York City in which all branches in the boroughs of Manhattan, Bronx, Queens, and Brooklyn are located. There is no mention of the October 1929 Stock Market crash.

**Suggested Lessons:**

**Activity One:**

**Discipline:** Economics

**Grade Levels:** 8-12

**Time Frame:** two or three class periods

**Materials Needed:**
- "Statement of Conditions" record
- Reference materials
- Annual reports from existing banks in your community

**Learning Objectives:** Students will:

1. Define economic terms such as securities, liabilities, bonds, capital, and board of directors.
2. Predict the effects of the Stock Market Crash on the condition of The Bank of Manhattan Trust Company.
3. Compare and contrast a 1929 annual statement and one from a modern bank.

**Procedures:**

1. Instruct students to define the following words in their notebooks:
   - Federal Reserve Bank
   - municipal bonds
   - stocks
   - securities
   - liabilities
   - discount

2. Distribute The Bank of Manhattan Trust Company "Statement of Condition as of December 21, 1929." Discuss the relationship between resources and liabilities. Why are the two figures the same? Ask students to suggest reasons why the report says nothing about the October 1929 stock market crash. Predict what might be the effects of the crash on the bank by the year 1932.

3. List the names of banks in your community on the board.

4. Divide the class into groups and have each group research the following information on the bank it is assigned.
   - When was it created?
   - Did the bank merge with another bank?
   - Has its name changed?
   - How many branches does it have?
   - In what geographical area does the bank operate?
   - Who is on the Board of Directors?
   - How can you get a copy of its financial report for 1994?
   - If you succeed in obtaining one, compare it to the one for The Bank of Manhattan Trust Company.

5. Have groups share the information they gathered with the class.

**Activity Two:**

**Disciplines:** Social Studies, Art, Language Arts

**Grade Levels:** 4-8

**Time Frame:** three class periods

**Materials Needed:**

- Map portion of The Bank of Manhattan Trust Co. Annual Report
- Worksheet "Banks"
- Construction paper
- map of your community
- art supplies

**Learning Objectives:** Students will:

1. Understand the importance of banks in the financial life of a community.
2. Analyze a 1929 document and record information gathered on a worksheet.
3. Create a map of their community depicting the location of and illustrating the role of banks.

Procedures:

1. Distribute map section of the Annual Report and the worksheet "Banks." Instruct students in cooperative groups to complete the worksheet.
2. Direct students to create a map of their own community similar to the 1929 map. Include all banks and branches and include illustrations that depict the involvement of banks in the community.
3. Display the maps created by each group.

Name or Group _____

# BANKS

Directions: Answer the following questions by analyzing the map of The Bank of Manhattan Trust Company.

1. How many total branch banks or offices did the Manhattan Trust Company have in New York City? _____

   In the borough of Manhattan? _____

   In the borough of Brooklyn? _____

2. Describe the illustrations on the side of the map.

   _____

   _____

3. What do you think these illustrations have to do with the bank, money, and finances?

   _____

   _____

4. What are some of the services banks provide:

   a. individuals? _____

   b. businesses? _____

5. Make a list of all the different banks in your community.

   _____

   _____

   _____

   _____

# BANK *of* MANHATTAN TRUST COMPANY

## DIRECTORS

FRANK F. ADEL
*County Judge*

J. E. ALDRED
*Aldred & Co.*

J. STEWART BAKER
*President*

STEPHEN BAKER
*Chairman*

HENRY C. BOHACK
*President, H. C. Bohack Co., Inc.*

BERTRAM H. BORDEN
*President, M. C. D. Borden & Sons, Inc.*

MATTHEW C. BRUSH
*President, American International Corporation*

HARRY I. CAESAR
*H. A. Caesar & Co.*

GEORGE W. FENNELL
*Geo. Fennell & Co.*

MARSHALL FIELD
*President, Field, Glore & Co., Inc.*

MICHAEL FRIEDSAM
*President, B. Altman & Co.*

F. ABBOT GOODHUE
*President, International Acceptance Bank, Inc.*

JOSEPH HUBER
*Retired*

RAYMOND E. JONES
*First Vice-President*

HARRY A. KAHLER
*President, New York Title and Mortgage Company*

DAVID H. KNOTT
*Chairman, The Knott Corp.*

HERMAN A. METZ
*President, H. A. Metz & Co., Inc.*

GEORGE McNEIR
*Chairman, Mohawk Carpet Mills, Inc.*

JOHN C. MOORE
*President and Treasurer, Tiffany & Co.*

GEORGE S. PATTERSON
*Geo. H. McFadden & Bro.*

P. A. ROWLEY
*President, The Manhattan Company*

GEORGE M. SHRIVER
*Senior Vice-President, Baltimore & Ohio R. R. Co.*

SAMUEL SLOAN
*Vice-President, City Bank-Farmers Trust Co.*

JAMES SPEYER
*Speyer & Company*

CARL F. STURHAHN
*President, Rossia Insurance Company of America*

JAMES P. WARBURG
*President, International Manhattan Company, Incorporated*

PAUL M. WARBURG
*Chairman, The Manhattan Company*

H. PUSHAE WILLIAMS
*Attorney*



BEST COPY AVAILABLE

# BANK *of* MANHATTAN TRUST COMPANY

STATEMENT *of* CONDITION *as of* DECEMBER 31, 1929

## RESOURCES

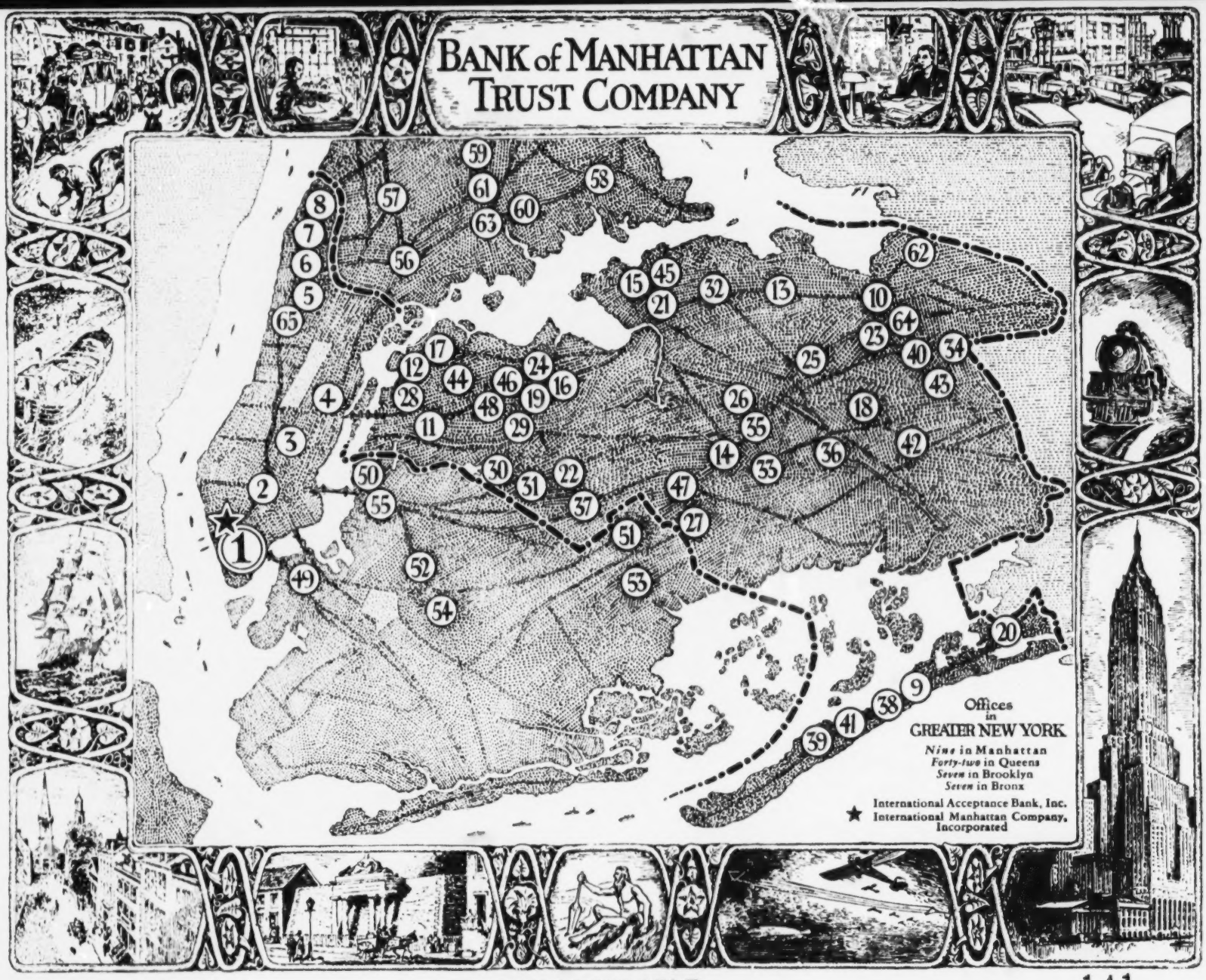
| | | |
|---|---|---|
| Cash in Vault and in Federal Reserve Bank | $25,697,283.27 | |
| Due from Banks and Bankers | 160,984,094.21 | |
| | | $186,681,377.48 |
| Loans and Discounts | | 207,939,654.28 |
| Acceptances of Other Banks | | 2,430,769.00 |
| U. S. Government, State and Municipal Bonds | | 25,265,785.59 |
| Other Securities | | 28,887,432.95 |
| Bank Premises | | 13,516,657.01 |
| Customers' Liability for Acceptances | | 9,034,203.36 |
| Other Assets | | 1,049,728.97 |
| | | $474,805,608.64 |

## LIABILITIES

| | | |
|---|---|---|
| Capital | $ 2 250,000.00 | |
| Surplus | 30,000,000.00 | |
| Undivided Profits | 13,209,632.91 | |
| | | $ 65,459,632.91 |
| Deposits | | 396,795,892.21 |
| Acceptances Outstanding | | 9,142,412.72 |
| Unearned Discount | | 1,057,582.66 |
| Reserved for Taxes, Interest, Etc. | | 996,554.59 |
| Other Liabilities | | 1,353,533.55 |
| | | $474,805,608.64 |

SIXTY-FIVE CONVENIENTLY LOCATED OFFICES IN GREATER NEW YORK

*All the Stock of this Company, except directors' qualifying shares, owned by The Manhattan Company*






BEST COPY AVAILABLE

# Telegram to President Franklin D. Roosevelt

This telegram was sent to President Franklin Delano Roosevelt by the Japanese-American Tozai Club of New York City on December 7, 1941, in response to the Japanese bombing of Pearl Harbor, Hawaii, by the military forces of the Empire of Japan. This telegram, *Official File 197-A (Japan - Miscellaneous)*, and other related documents concerning President Roosevelt and World War II can be found at the Franklin D. Roosevelt Presidential Library in Hyde Park, New York.

**Suggested Lessons:**

**Activity:**

**Disciplines:** Social Studies

**Grade Levels:** 8-12

**Time Frame:** One class period

**Materials Needed:**

- Telegram
- Social studies text or World War II reference materials that include information on Japanese-American Relocation Camps

**Learning Objectives:** Students will:

1. Relate this record to its appropriate place in American history.
2. Use the record as an impetus to explore the predicament of the Japanese Americans during World War II.
3. Understand the bombing of Pearl Harbor from the Japanese-American citizen's perspective.

**Procedures:**

1. Distribute telegram to the class. Have students react to the following questions:
   a. When was this telegram sent?
   b. What event occurred on this day?
   c. Why would Japanese Americans be concerned about the bombing of Pearl Harbor?
   d. What happened to Japanese Americans during the war?
   e. Who signed Executive Order 9066 authorizing the relocation of Japanese Americans into camps? Do you think this telegram had the effect intended?

**Extended Activity:**

1. Look at the war record of an individual Japanese American or the units composed of American born citizens of Japanese ancestry (Nisei Unit) that fought in World War II.

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

# WESTERN UNION

1201

SYMBOLS

DL = Day Letter
NT = Overnight Telegram
LC = Deferred Cable
NLT = Cable Night Letter
Ship Radiogram

A. N. WILLIAMS, PRESIDENT
NEWCOMB CARLTON, CHAIRMAN OF THE BOARD
J. C. WILLEVER, FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

H8N H 37 NT 5 EXA

QR NEWYORK DEC 7 1941

12-10-41 JK

HIS EXCELLENCY THE PRESIDENT OF THE U.S.

WASHDC

WE THE AMERICAN CITIZENS OF JAPANESE DESCENT OF NEWYORKCITY AND VICINITY JOIN ALL AMERICANS IN CONDEMNING JAPANESE AGGRESSION AGAINST OUR COUNTRY AND SUPPORT ALL MEASURES TAKEN FOR THE DEFENSE OF THE NATION. Gentlemen

X TOZAI CLUB OF NEWYORK 323 WEST 108 ST NEWYORKCITY

444AM

197-A

1 1117
300 - Support
"A"

OUR COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

# Cafeteria Menu for the Week of January 4, 1943

This menu is from the records of Vestal Central School District. Many similar records can be found in the archives of your own school district.

**Suggested Lesson:**

**Disciplines:** Social Studies, Health, Mathematics

**Grade Levels:** 3-8

**Time Frame:** one class period

**Materials Needed:**
- 1943 School Cafeteria Menu
- Present day School Cafeteria Menu
- Worksheet

**Learning Objectives:** Students will:

1. Compare school menus from 1943 to today.
2. Calculate the cost of school lunch in 1943 and today.
3. Examine the effect of rationing during World War II.

**Procedures:**
1. Give each student a menu and worksheet. Divide class into groups and have each student complete the worksheet by analyzing the document.
2. At the end of the activity have students discuss their results with the class.

*(Lesson idea by Gail Kovac, Fourth Grade teacher, Vestal Central School.)*

Name or Group_____

# SCHOOL CAFETERIA MENU WORKSHEET

Directions: Analyze the 1943 school cafeteria menu from Vestal, New York, and answer the following questions.

1. Compare the school menu of 1943 to a current one from your school.

| SIMILARITIES | DIFFERENCES |
|---|---|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

2. Read the notices at the bottom of the 1943 school menu.

   a. What is a shortage? _____

   b. Suggest why there was a shortage of many foods in 1943. _____

_____

_____

3. Select your favorite items from the menu and calculate the cost of lunch for one day *and* one week. What is the difference in the cost of lunch in 1943 and today. Why is there a difference?

_____

_____

Week of January 4, 1943
Subject to change by the Cafeteria Manager

| | | |
|---|---|---|
| **Monday** | | |
| Tomato, prune, grapefruit juices | .05 | Special .18 |
| Chicken noodle, beef broth soups | .05 | Noodle, tomato, chees |
| Cabbage, cottage cheese, peach half salads | .05 | casserole |
| Peanut butter, jam, sliced cheese sand. | .05 | Spinach |
| Noodle, tomato, cheese casserole | .10 | Bread, milk |
| Whole wheat, white bread | .02 | |
| Milk | .03 | |
| Dessert - Ice cream, apple, mince pie | .05 | |
| **Tuesday** | | |
| Tomato, prune, grapefruit juices | .05 | Special .18 |
| Vegetable soup | .05 | Baked potato |
| Cottage cheese, grapefruit, peach salads | .05 | Buttered carrots |
| Peanut butter, jam, egg salad, cheese sand. | .05 | Cabbage salad |
| Baked potato and butter | .05 | Slice of cheese |
| Whole wheat, white bread | .02 | Bread, milk |
| Milk | .03 | |
| Dessert - Ice cream, apple, lemon pie | .05 | |
| **Wednesday** | | |
| Apple, prune, tomato juices | .05 | Special .18 |
| Tomato, chicken noodle soup | .05 | Spanish casserole |
| Cranberry, grapefruit, gelatin salads | .05 | Corn and Lima beans |
| Minced ham, peanut butter, jam sandwiches | .05 | Bread, milk |
| Spanish casserole | .10 | |
| Raisin, whole wheat, white bread | .02 | |
| Milk | .03 | |
| Dessert - ice cream, berry, chocolate pie | .05 | |
| **Thursday** | | |
| Apple, prune juices | .05 | Special .18 |
| Vegetable, beef broth | .05 | Mexican casserole |
| Gelatin, spring, peach half salads | .05 | Fresh beets |
| Lettuce, peanut butter, sliced cheese sand. | .05 | Roll, milk |
| Mexican casserole | .10 | |
| Roll, whole wheat, white bread | .02 | |
| Milk | .03 | |
| Dessert - Ice cream, apple pie | .05 | |
| **Friday** | | |
| Apple, prune juices | .05 | Special .18 |
| Chicken noodle, beef broth soups | .05 | Scalloped potatoes |
| Spring slad, cottage cheese, waldorf salads | .05 | Acorn squash |
| Egg salad, peanut butter, sliced cheese sand. | .05 | Slice of cheese |
| Scalloped potatoes | .10 | Jelly |
| Whole wheat, white bread | .02 | Bread, milk |
| Milk | .03 | |
| Dessert - Ice cream, apple, mince pie | .05 | |

Because of the ICE CREAM SHORTAGE, you are requested to purchase only one delite and not to have pie à la mode.

The SHORTAGE of all food stuffs makes it necessary to alter many menus. Please do not ask and expect the impossible.



BEST COPY AVAILABLE

# Rally Program "Support Our Boys in Vietnam! Bring Them Home!" - "Respaldemos Nuestros Soldados En Vietnam!! Devuelvanlos A Sus Hogares!!"

This program, circa 1964-68, written in both English and Spanish, expresses the frustrations of Latino and African-American community members in Williamsburg, Brooklyn, about the Vietnam war. Although there is no indication of the year this rally was held, students can determine the approximate date by using other clues in the narrative, such as the mention of President Johnson and the number of servicemen who had died. The draft lottery of 1969 was a response to the disproportionate number of minority casualties, but did not completely solve the problem. This record is in the Jesus Colon Papers, Centro De Estudios Puertorriquenos, Hunter College, CUNY, Benigno Giboyeaux for the estate of Jesus Colon.

### Definition of Key Terms and Words:

nationalists - advocates of a nation's unity and independence

### Suggested Lesson:

**Activity:**

**Disciplines:** Social Studies, Foreign Language, Language Arts

**Grade Levels:** 7-12

**Time Frame:** two class periods

**Materials Needed:**

- Rally Program
- Reference material on the Vietnam War

**Learning Objectives:** Students will:

1. Understand the position and point of view of some members of a minority group during the Vietnam War.
2. Interview Vietnam War veterans of various backgrounds.
3. Write and give a speech for or against American involvement in Vietnam.

**Procedures:**

1. Have students read a number of resources concerning the Vietnam War including their textbook chapter.
2. Hand out the Spanish rally program. Students who speak Spanish or those taking Spanish in school could attempt translating the record to the class. Hand out the English translation. Have students try to determine the approximate year this could have been written. Discuss the content of the record.
3. Instruct students, individually or in pairs, to locate and interview a Vietnam veteran. Those veterans willing to share their experiences might be invited to speak to the class individually or as part of a panel. It would be best to invite veterans from different backgrounds to get as many perspectives as possible.
4. Assign each student to select one of the following:
   a. Write a speech for the March 1st rally in Williamsburg, Brooklyn. Have each student select a persona and write the speech from that person's viewpoint.
   b. Write an open letter from the opposite point of view about the reasons why the war in Vietnam should be supported.

**Extended Activities:**

1. Ask students to locate newspaper articles about the rally. (Without an actual year, this may be a challenge!) If they are successful, ask them to share the results with the class.
2. Since many of those who lived through the Vietnam era are still alive, see if students can contact any of the people named on the rally program. This might take some great detective work, but would be exceedingly rewarding if someone who sponsored or was at the rally could recount the event and the students could share their findings with the class.
3. Collect interviews with Vietnam veterans in writing or on tape. Use them to create or add to an oral history center based in the school's media center.

(Organizaciones mencionadas solamente para identificar auspiciadores)

Brooklyn CORE

Wilbur Curtis
*President, Tenants Association of Williamsburg Houses*

Milton A. Galamison, D.D.—*Siloam United Presbyterian Church*

Father Bryan Karvelis
*Transfiguration Roman Catholic Church*

Harold Katof

Dr. Leo Kleban

Oliver Leeds

Father Peter Mahoney
*Saint Leonard's Roman Catholic Church*

Father John Mulhern
*Transfiguration Roman Catholic Church*

Rebecca Peters
*Member, Local School Board*

Carlos Russell
*Brooklyn Chairman Black Caucus of New Politics*

Reverend
George W. Timpson



# ¡¡Respaldemos Nuestros Soldados En Vietnam!!

## ¡¡Devuelvanlos A Sus Hogares!!

**Les invita "Williamsburg Women Strike for Peace" (Las Mujeres de Williamsburg por la Paz)**

# GRAN MITIN

VIERNES, PRIMERO DE MARZO
A LAS 8 DE LA NOCHE

*en*

LA ESCUELA NUMERO 250
*(Montrose esquina a Manhattan Ave.)*

# OIGAMOS A

OSSIE DAVIS
*artista dramático de fama internacional*

GILBERTO GERENA VALENTIN
*Miembro de la Comisión de Derechos Humanos de Nueva York*

REVERENDO RICHARD NEUHAUS
*de la iglesia "St. John the Evangelist Lutheran Church"*

DAGMAR WILSON
*líder prominente del "Women Strike for Peace"*

**ENTRADA GRATIS**

SPONSORS:
(Organization listed for identification purposes only)

Brooklyn CORE

Wilbur Curtis
*President, Tenants Association of Williamsburg Houses*

Milton A. Galamison, D.D.—*Siloam United Presbyterian Church*

Father Bryan Karvelis
*Transfiguration Roman Catholic Church*

Harold Katof

Dr. Leo Kleban

Oliver Leeds

Father Peter Mahoney
*Saint Leonard's Roman Catholic Church*

Father John Mulhern
*Transfiguration Roman Catholic Church*

Rebecca Peters
*Member, Local School Board*

Carlos Russell
*Brooklyn Chairman Black Caucus of New Politics*

Reverend
George W. Timpson

# Support Our Boys In Vietnam!

## BRING THEM HOME!

**Williamsburg Women Strike for Peace**

*invites you to a*

# RALLY!

## FRIDAY, MARCH 1,—8 P.M.

*at*

## P.S. 250

*(Corner Montrose & Manhattan)*

# HEAR!

OSSIE DAVIS
*internationally known dramatic artist*

GILBERTO GERENA VALENTIN
*Member, N.Y.C. Commission on Human Rights*

REVEREND RICHARD NEUHAUS
*St. John the Evangelist Lutheran Church*

DAGMAR WILSON
*Women Strike for Peace*



**ADMISSION FREE**

## TO THE CITIZENS OF WILLIAMSBURG

### Is the War in Vietnam in Our National Interest?

NO! The only foreign troops in Vietnam are ours and our allies. There are no Russian or Chinese troops there. We are not stopping aggression Rather, as U.S. Senator Alken said recently, *"We are fighting nationalists first in Vietnam."* If we pulled out, the only Americans who would suffer would be the bomb manufacturers.

### HOW DOES THE WAR AFFECT US?

**Draft Calls** – Our sons and husbands are being called in ever increasing numbers. During the first 6 months of this year, the draft calls will average 40,000. Last year during the same period, the average was 15,000.

**Casualties** – Already there are 16,459 servicemen dead and 101,541 wounded. The number keeps increasing.

**Inflation** – There has always been inflation during war and this one is no exception.

**Funds** – $30 billion a year ($82 million per day!) is for the war. The number of schools in the United States could almost be doubled in one year with that money. Instead, all our schools are overcrowded.

**Taxes** – President Johnson wants a 10% income tax surcharge to pay for this war.

**Discrimination** – Negroes make up 11% of the population; but 50% of of the Americans killed in Vietnam are black. Puerto Ricans are also killed in large numbers.



## A LOS CIUDADANOS DE WILLIAMSBURG

¿Beneficia la guerra en Vietnam nuestros intereses nacionales? ¡En nada beneficia! Las únicas tropas extranjeras en Vietnam son las nuestras y las de nuestros aliados. En Vietnam no se encuentran tropas rusas ni chinas. No paramos la agresión. George D. Aiken, senador por el estado de Vermont, declaró recientemente, "Estamos peleando primeramente contra los nacionalistas en Vietnam." Si retiramos nuestros soldados de Vietnam, los únicos americanos que sufrirían serían los fabricantes de armamentos de guerra.

### ¿CÓMO NOS AFECTA LA GUERRA DE VIETNAM?

**Llamadas al servicio** – Cada vez aumenta más y más el número de familiares que llaman al servicio militar. En los primeros seis meses de este año, serán llamados a filas un promedio de 40,000 mil hombres. Durante ese mismo periodo el año pasado fueron llamados solamente 15,000 hombres.

**Bajas de la guerra** – Más de 16,459 americanos han muerto además de 101,541 heridos. Las cifras siguen aumentando día a día.

**Altos precios** – El pueblo es el que paga para sostener los gastos de la guerra pagando precios altísimos por todo.

**Fondos** – Del sudor de tu trabajo salen 30 billones al año, o sea 82 millones diarios para gastos de la guerra en Vietnam. Pudieran construirse dos veces más escuelas en los Estados Unidos y así descongestionar los salones de clases.

**Impuestos** – Ahora el presidente Johnson está pidiendo el 10 por ciento más en el "income tax" para sufragar los crecientes gastos de la guerra.

**Discriminación contra las minorías negras y puertorriqueñas** – ¿Porqué siendo la población negra el 11 por ciento de los Estados Unidos, el 50 por ciento de las bajas en Vietnam son negros? La proporción de los muertos y heridos puertorriqueños es mucho mayor.

*PASE ESTA HOJA A OTRA PERSONA DESPUES DE LEERLA. NO FALTE. INVITE A SUS FAMILIARES Y AMIGOS.*

Appendix A

# Introductory Exercise: *Introduction to Historical Records*

The following exercise provides a structured introduction to historical record analysis and can be used as an assignment to introduce students to historical records. It is adapted from a series of historical record exercises developed by the Education Branch of the National Archives and Records Administration.

1. This evening, with the help of a family member or an adult who is close to you, look through the records of your life that have been saved as you have grown. These might include: a photograph, a letter, a diary, a birth certificate, a report card, or a library or social security card. Select one item to bring into class that you are willing to share with your classmates and teacher.

2. When it is your turn, present your historical record providing the following information:

   a. What type of historical record is this?

   b. What is the date of the historical record?

   c. Who created the historical record?

   d. How does the historical record relate to you?

3. Consider your historical record and the historical records of your classmates.

   a. What does the existence of this historical record say about whoever created it?

   b. What does the existence of this historical record say about whoever saved it?

   c. What does the existence of this historical record say about American life in this time era?

Appendix B

# New York State Resources

The State Archives and Records Administration (SARA), a division of the State Education Department, supports teachers and records managers interested in working with teachers in a number of ways:

■ **SARA publications and videos** of interest to teachers include:

*Archives and You: The Benefits of Historical Records*

*Birth, Death and Marriage Records: State or Local?* (Local Records Information Leaflet No.7)

*Guide to Records in the New York State Archives*

*Documenting the Community: Suggested Records-Related Activities for Local Government Historians* (Local Government Information Leaflet No. 30)

*Historic Document Inventory Guides* (HDI) - To purchase an HDI Guide(s) contact: SARA, Statewide Archival Services, Room 9B38 CEC, Albany, NY 12230; (518) 474-4372.

*Issues and Images: New Yorkers During the Thirties*

*Land Use Information in Local Government Records* (Local Records Information Leaflet No. 33)

*Let the Record Show: Practical Uses for Historical Documents* (15-minute audiovisual in slide, tape, or video format.

*Local Government Records Useful in Family History Research* (Local Records Information Leaflet No. 31)

*Public Records/Public Trust: Local Government Records Management* (16-minute VHS cassette)

*Researching the History of Your School: Suggestions for Students and Teachers*

To order SARA publications and videos, other than the *Historic Document Inventory Guides*, contact New York State Archives and Records Administration, Room 10A46 CEC, Albany, NY 12230; (518) 473-8037.

■ **SARA and Local Governments**

New York State has two laws that support local government records management. One law requires each local government to designate a records management officer. The law also outlines the duties of that title. In towns, villages, and fire districts, the law specifies that the town clerk, village clerk, and

fire district secretary are the records management officers. In other local governments, it is up to the government to assign this title. If a teacher wishes to conduct research in a local government, the records management officer is a good place to start.

The second records management law for local governments established the Local Government Records Management Improvement Fund to support records management programs in local governments through a competitive grants program, workshops, publications, and advisory services. The Fund is administered by SARA. The revenue that supports this Fund comes from filing fees on specific court and county records and is collected by New York's counties.

In each of nine regions around the state, there is a SARA regional advisory office staffed with a full-time Regional Advisory Officer (RAO) and part-time support person. Teachers who have questions concerning local government records should contact the closest SARA regional office for assistance:

Region 1 - Bronx, Kings, New York, Queens, Richmond Counties - (212) 417-2201

Region 3 - Albany, Columbia, Greene, Rensselaer, Schoharie, Sullivan, Ulster Counties - (518) 438-6267

Region 4 - Clinton, Essex, Franklin, Fulton, Hamilton, Montgomery, St. Lawrence, Saratoga, Schenectady, Warren, Washington Counties - (518) 798-5717

Region 5 - Herkimer, Jefferson, Lewis, Oneida, Onondaga, Oswego Counties - (315) 793-2780

Region 6 - Broome, Chemung, Chenango, Cortland, Delaware, Madison, Otsego, Schuyler, Tioga, Tompkins Counties - (607) 721-8428

Region 7 - Cayuga, Livingston, Monroe, Ontario, Seneca, Steuben, Wayne, Yates Counties - (716) 359-2870

Region 8 - Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming Counties - (716) 847-7903

Region 9 - Dutchess, Orange, Putnam, Rockland, Westchester Counties - (914) 485-2633

Region 10- Nassau, Suffolk Counties - (516) 360-6864

The grants program established by the Fund supports local government records management projects, including the use of local government records by educators. The Fund has supported dozens of educational projects that use records of local government units such as city, county, town, and village governments. For example, the Amityville Union Free School District in Suffolk County prepared a curriculum and teacher's guide which examines the community's history through the eyes of children of different races. In another instance, the fund supported a multidistrict collaboration involving teachers from DeRuyter Central, Fabius-Pompey, Jordan-Elbridge, and Liverpool Central School Districts. Twenty-five participants developed, field-tested, and published a collection of historical records lessons for students in grades four to

eight called "Learning Through Local Records." The Burnt Hills Ballston Lake Central School District, with funding from two grants, created a districtwide Cultural Heritage Center, which houses copies of historical records from the school district, area towns, villages, and county. The Heritage Center is used daily by teachers and students for research and special projects. With a second grant the school district developed fourth and seventh grade curriculum material with the theme "One-Room Schoolhouses." The curriculum explores the history of the one-room schoolhouses as well as the reasons for their decline.

■ SARA also administers the **Documentary Heritage Program** (DHP), a statewide program designed to locate, organize, and make available the state's historical records that are critical to ensuring the survival of New York's heritage. The DHP consists of regional services provided through the nine Reference and Research Library Resource Systems (3Rs) and a statewide competitive grants program. For more information about the DHP or historical records repositories and projects in your area, contact a DHP Regional Archivist at the following locations:

Capital District Library Council for Reference and Research Resources ..... (518) 438-2500

Southeastern Library Resources Council ..... (914) 691-2734

Central New York Library Resources Council ..... (315) 478-6080

South Central Research Library Council ..... (607) 273-9106

Long Island Library Research Council, Inc. ..... (516) 632-6650

New York METRO Reference and Research Library Agency, Inc. ..... (212) 228-2320

North Country Reference and Research Resources Council ..... (315) 386-4560

Rochester Regional Research Library Council ..... (716) 223-7570

Western New York Library Resources Council ..... (716) 852-3844

■ Many New York historical institutions have educational directors who have developed school outreach materials or preselected historical record sets; teachers may adapt these lessons to fit their particular classroom needs. Several examples follow:

- The Albany County Hall of Records has several historical records kits on a variety of topics: the local trolley system, Albany County in the Constitutional Era, Social Welfare, and Immigration. Albany County Hall of Records, 250 South Pearl Street, Albany, NY 12202; (518) 447-4500.
- Facsimiles of colonial Dutch historical records are available through the New Netherland Project of the New York State Library. New Netherland Project, New York State Library, 8th Floor CEC, Albany, NY 12230; (518) 474-6067.

- Historic Cherry Hill, a historic house museum, has produced two teaching units: "Different Voices, Different Truths," which examines a notorious murder committed in 1827; and "Kitty Putman and the Cherry Hill Household, 1860-1884." Historic Cherry Hill, 523 1/2 South Pearl Street, Albany, NY 12202; (518) 434-4791.
- Women's Rights National Historical Park has available for loan "Women United: Fighting For Equal Rights 1848-1920 Educational Kit." The kit is an interdisciplinary teaching unit with one to two weeks of activities describing women's struggle for equal rights in the United States. Women's Rights National Historical Park, P.O. Box 70, 116 Fall Street, Seneca Falls, NY 13148; (315) 568-2991.
- Museum of the City of New York develops education kits appropriate for grades four to seven that are based on exhibits at the museum. The kits include the following titles: "Walt Whitman and New York;" "Reading Photos: Documenting a Decade (1930s);""Introduction to the Holocaust;" "At the Fairs (1939 and 1963 World's Fairs);" and "Play it Again (Urban Street Play)." Museum of the City of New York, Education Department, 5th Ave at 103rd Street, New York, NY 10029; (212) 543-1672, ext. 206.

Appendix C

# Finding Aids

Because of the nature and quantity of historical records, researchers will find the access tools used to locate historical records different from those for books and magazines. The most common tools available for historical records are guides, finding aids, and inventories. These tools help researchers search the often massive amount of material in historical record holdings. Historical records are generally not cataloged like books or museum artifacts and an itemized list of historical record collection contents will, generally, not exist. Guides, finding aids, and inventories to historical records will give the researcher a very good idea of what is found in the records and provide a good indication whether the researcher should spend time going through a collection of records or move on to another group. Two examples of finding aids include:

- The Historical Documents Inventory (HDI), a summary of historical records in New York State arranged by County, is available at many libraries and historical records repositories in the State. It is also accessible through the Internet. Copies are also available from SARA for purchase (see Appendix B, *Historic Document Inventory Guides* for purchase information). An example of a page from the HDI follows on page 145.
- The *Guide to Records in the New York State Archives* helps researchers obtain information about records of the State's executive, legislative, and judicial branch.A guide entry consists of the name of an agency, office, and the unit that has created the series, a series title, dates, quantity of historical records, and restrictions on access. An example of SARA's Guide to Records follows on page 146.

At SARA and other historical records repositories, written descriptions of historical records are often complemented by data bases. New York Excelsior, an on-line catalog, provides current, comprehensive access to the holdings of the State Archives and the New York State Library. It is available for use at the State Archives and the New York State Library, and also via Internet.

The Research Libraries Information Network (RLIN) is a national data base operated by RLG (Research Libraries Group), a consortium of libraries, archives, manuscript collections, and other research institutions across the country. It contains information on the holdings of the State Archives and historical repositories throughout New York State and across the United States. It also includes the Historical Documents Inventory (HDI). RLIN entries are indexed by name, title, subject, function, form of material, and geographic location, which make them a potent research tool. RLIN may be accessed at the State Archives or at RLG member institutions. Researchers need the assistance of professional staff when using RLIN, and there may be fees at some of the RLG member institutions for its use.

(NIC)NYWR88G-320-0001
Historical Society of the Tarrytowns (Tarrytown, N.Y.).
Account book collection, 1816-1894.
7 v.
Summary: Account books from businesses and individuals in Tarrytown and vicinity including Jacob Horton, 1822-1862; the general store of John W. Myers, 1868-1870; the coal, brick and lumber business of James W. Husted, 1856-1858; the Tarrytown Post Office, 1887-1894; and unidentified volumes from a general store, 1816, a shipping concern, 1835, and a merchant, 1838-1842.
Finding aids: Shelf list.
Historical Society of the Tarrytowns, Tarrytown, NY.

(NIC)NYWR88G-320-0002
Historical Society of the Tarrytowns (Tarrytown, N.Y.).
Map and atlas collection, 1625-1986.
ca. 30 cubic ft.
Summary: Property, road, topographical, and other maps largely of the Tarrytown, North Tarrytown, and Pocantico Hills area of Westchester County. Other areas include Westchester County, other towns and villages in Westchester County, the Hudson River, New York City, New York State, and the United States. Subjects include the American Revolution, farms, the Civil War, the Croton Aqueduct, housing and sub-developments, the Philipsburg Manor, railroads, and Indians. Also, Sanborn insurance maps for the Town of Greenburgh, 1924. Atlases include volumes for Westchester County, 1881-1941; Fairfield County, Conn., 1931; and the states and territories of the United States, 1876.
Finding aids: Card catalog.
Historical Society of the Tarrytowns, Tarrytown, NY.

(NIC)NYWR88G-320-0003
Historic Society of the Tarrytowns (Tarrytown, N.Y.).
Photograph collection, [ca. 1850]-1978.
ca. 6 cubic ft.
Summary: Photoprints, postcards, lithographs, and illustrations largely pertaining to Tarrytown and North Tarrytown. Subjects include aqueducts, boats, buildings, businesses, cemeteries, churches, Croton Dam, fire departments, houses, the Hudson River, Washington Irving and his home Sunnyside, portraits, schools, street scenes, and water views. Collection also includes photograph albums from the Wood, Bacon, and Cobb families; and an album of photographs by William Abbatt of his boyhood home in the Town of Eastchester, N.Y., ca. 1880.
Historical Society of the Tarrytowns, Tarrytown, NY.

(NIC)NYWR88G-320-0004
Historical Society of the Tarrytowns (Tarrytown, N.Y.).
Record book collection, 1856-1874.
3 v.
Summary: Manuscript essays by Irving Whitney Coates with clippings of their published form, 1871-1874; diary kept by Marietta D. Hays during a European trip, 1867-1868, with some photographs and clippings; and a record of cases before the
(Continued next page)



BEST COPY AVAILABLE

A1889 Minutes of Court of Commissioners appointed to examine the controversy between Connecticut and the Mohegan Indians, 1743.
.5 cu. ft. (1 microfilm reel)

A1893 Marriage bonds executed by persons obtaining marriage licenses, 1753-1783.
3 cu. ft.

SECRETARY OF THE PROVINCE

A0270 Register of the provincial secretary, 1642-1660.
1.5 cu. ft.

NEW YORK (STATE)

SECRETARY OF STATE/DEPARTMENT OF STATE

A0325 Secretary of state's letterbooks, 1831-1905.
1 cu. ft.

A0323 Deputy secretary of state's letterbooks, 1880-1883.
2 cu. ft. (3 volumes)

A0326 Registers of letters received and instruments recorded, 1858-1880.
.5 cu. ft. (3 volumes)

Division of Legal Affairs

A0726 Moss Lake Indian lands negotiation files, ca. 1974-1979.
3 cu. ft.

Bureau of Legal Services

13029 1980 Olympics legal issues files, 1976-1980.
2 cu. ft.

Office of Charities Registration

13011 Registration statements and annual financial reports of charitable organizations, 1950-1987.
433 cu. ft.

Division of the Land Office

B0635 Terminations of easements, ca. 1948-1960.
4 cu. ft.

Appendix D

# Associations Useful to Teachers

The National Council for the Social Studies publishes, approximately four times each year, the "Teaching with Documents" section in its journal, *Social Education*. Frequently the Organization of American Historians features a documentary teaching lesson in its *Magazine of History*. There are also commercially prepared series such as the kits prepared by the National Archives. These products are designed for a national audience and permit teachers to compare and contrast local historical records and issues with those on the national or world level. The "Perspectives" sets prepared by Proctor and Gamble introduce pupils to interesting historical records that can be found in a business archives relating to eras in American History.

The following institutions and associations provide information and support to teachers wishing to research in historical records and develop documentary teaching materials. This is by no means an exhaustive or complete listing. Contact your library, historical society, historian, fellow educators, universities, or other community resources for more information about local historical records educational materials.

New York State Archives and Records Administration
New York State Education Department
Room 10A46 CEC
Albany, NY 12230

New York State Council for the Social Studies
P.O. Box 625
White Plains, NY 10603-0625

New York State Historical Association
Lake Road
P.O. Box 800
Cooperstown, NY 13326

American Association of State and Local History
530 Church Street
Suite 600
Nashville, TN 37219

National Center for History in the Schools
University of California, Los Angeles
Moore Hall 334
Los Angeles, CA 90024-1521
National History Day
11201 Euclid Avenue
Cleveland, OH 44106

National Council for the Social Studies
3501 Newark St. NW
Washington, DC 20016

National Park Service, Department of Interior
Heritage Education
National Trust for Historic Preservation
1785 Massachusetts Avenue, NW
Washington, DC 20036

National Women's History Project
7738 Bell Road
Windsor, CA 95492

Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Proctor & Gamble Company
P.O. Box 599
Cincinnati, OH 45201-0599

State Archives and Records Administration